What is America?
(See page 269.)

The colleges are crowded.
(See pages 266 and 267.)

How much will the town water tower hold?
(See page 260.)

Would you like to travel this summer?
(See page 268.)

ILLINOIS Education

MARCH 1955

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Teachers Are People, Too . . .

Teachers, like others, have to live, eat, and breathe. They should be able to live decently as professional people. Their dress, their homes, their recreation, their food, should be that expected of respected people. They should be able to have families and to care for them happily. The atmosphere which surrounds them should be one of respectability. They should be free citizens among free people, governed by their own conscious responsibilities to others and to the laws of the land.

Teachers should be entitled to fair returns for their professional services and education. More than others, they should have security in their work so long as their services are satisfactory. Their insecurity has detrimental effects upon others – particularly the children and the communities they serve.

It is for these reasons that the Illinois Education Association so consistently works for teacher welfare, adequate state and local financing of the schools, and good public and professional relations. Anything that subtracts from such goals subtracts from the educational welfare of boys and girls. They are people, too, and they respond quickly to the ministrations of professional people who are happy in their services to children. It's as simple as that.

As the Illinois General Assembly, and citizens everywhere, think of legislation pertaining to the schools, their sole guide should be pupil welfare. Teacher welfare is the best guarantee of pupil welfare. Teachers, too, are people.

—Irving F. Pearson

Is It Professional to 'Keep Your Ideas to Yourself'?

Eugene E. Davis, superintendent of Grayslake Community Consolidated School, has forwarded to us an unsigned letter which he received in response to his "Teachers Speak Up" suggestion in the January issue that Illinois Education serve as an idea exchange. We were shocked at the writer's unprofessional attitude, and are certain that it is not widespread. The letter reads:

"So you have 'moochers' up there also?

"We are of the opinion that your beginning teachers fresh from four years at teachers colleges are, or should be, brimming with ideas of their own, instead of trying to 'mooch' on others.

"Probably some of your teachers, like ours, are allergic to attending summer school to acquire these ideas.

"It may interest you to know that those of us who have spent thousands of dollars acquiring technical skills and ideas have an organization of our own. It is: Keep Your Ideas to Yourself, Inc.

"Some of the would-be moochers are quite persistent, but by keeping our organization a going concern, we manage to protect ourselves."

Superintendent Davis' letter to us expresses the righteous indignation which other professional teachers will also feel:

". . . We at Grayslake resented the term 'moochers' very strenuously. Our teachers average more than 14 years of experience. Three of the teachers have their master's degrees and most of the rest have their bachelor's. Every summer many of them return to school for courses which will help them, help their children even more the following year.

"The term 'mooch' means to borrow something from someone with no thought of returning it. I was writing for an exchange of ideas because I felt if others had as many fine ideas to offer as our teachers do, we could all do just a little better job for our children, which is the only reason we have teachers.

"This he or she is the poorest type of (if I may use the term) moocher, for when they latch onto something they throw the lock on the classroom door, sit at their desk, and say, 'It's mine—all mine.'

"This person no doubt knows, as does everyone else, that there are 'just-draw-my-check' teachers who aren't interested in the teaching of children, and with teacher shortages no doubt we have more than ever at the present time. However, the majority of teachers in this state, as in any state, are trying to do the best job they can, and anytime one teacher can help another teacher, I for one feel that he should."

—H. A.

Bylines

WHETHER IT'S figuring the amount in their piggy bank or computing their income tax, people have to use mathematics all their lives. The drawing above is reproduced, with permission, from *Solving Arithmetic Problems Mentally*, by Jack V. Hall. The booklet, which includes a lot of good ideas for teachers of grade-school arithmetic, is Issue No. 20 of the Educational Service Publications of Iowa State Teachers College at Cedar Falls, Iowa, and is copyrighted by the extension service there. Copies may be obtained for 25 cents each.

MORE GOOD IDEAS for math teaching in grade school may be obtained from the article, "Mathematics Is a Laboratory Course," by Assistant Editor Francine Richard, which begins on page 260. It tells of the refreshing—and amazingly effective—techniques of Richard Mariani, an engineering graduate turned teacher, at John Mills School in Elmwood Park. The second picture from the bottom on the cover of this issue (by The Palomar Studios) shows two of Mr. Mariani's pupils working an "experiment"—figuring how much the town's water tower will hold.

EXHIBITS of work from Mr. Mariani's classes will be shown at the Illinois Junior Academy of Science district fair at Maine Township High School in Des Plaines April 23. Mr. Mariani recently presented a closed-circuit television program showing his teaching techniques.

OTHER PICTURES on the cover illustrate other subjects in this issue. The little boy in church is a *Life Magazine* illustration from a new booklet, *What is America?* A crowded locker room at Southern Illinois University (SIU Newsphoto) is a symptom of the growing pains at all the state colleges. And the muleback ride down Bright Angel Trail from the south rim of the Grand Canyon (Santa Fe Railway Photo) is just one of the things you can do on special travel tours for teachers this summer.

—*The Editor*

ILLINOIS Education

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Hope Angel, Editor • Francine Richard, Assistant Editor
L. R. Grimm and C. E. Vick, Contributing Editors
Irving F. Pearson, Consulting Editor

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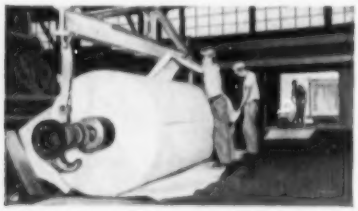
96% of the paper manufactured in this country each year is made from wood pulp. Here, a car-tilter mechanism, built right into the track, is spilling a load of pulpwood from a special freight car into the storage pond at a pulp plant. Most plants keep a year's supply of wood on hand.

Pulp is made by a combination of mechanical and chemical processes. The logs, stripped of bark, are fed into a huge machine which cuts them into chips of various sizes. These chips are then machine-sorted, cleaned and stored in large chip bins to await conversion into pulp.



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TEACHERS SPEAK UP

Military Service Can Count Toward Teacher Retirement

Dear Irving:

One of our high-school teachers here in Monmouth, Mr. Jack Reak, has called to my attention a situation affecting former service men which I wish to pass along as a suggestion to you.

Mr. Reak told me that just by accident he became informed of the provision which grants Illinois State Teachers Retirement System benefits for military service to teachers who were teaching prior to the period of time spent in the military service. He feels that there are many such teachers in Illinois, at the present time, who are not aware of these benefits; in fact, he reported having talked to several during the Thanksgiving vacation and ascertained from them that they did not know that they could claim credit for teaching in the retirement system for time spent in military service.

Mr. Reak, therefore, has suggested that when the forms for next year's IEA enrollment are prepared a question might be placed thereon asking whether or not the enrollee is a military service veteran. When the enrollment cards are returned to your office they could be checked for the answer to this question and then information sent to teachers who are found to be veterans telling them of the retirement system benefits.

Mr. Reak feels that this would be a real service to veterans now teaching in Illinois.

—PAUL M. CRAFTON, superintendent, Monmouth public schools.

Ed. Note: This would be difficult to do under the present system of processing IEA enrollment cards, but we hope that publication of this letter will remind veterans of their rights. Persons who were teaching when they went into military service may have retirement credit for their years in service, regardless of whether they return to teaching. Time spent after military service in preparation for re-employment as a teacher may also be claimed by persons who return to teaching. Explanatory information and affidavit forms may be obtained from the State Teachers Retirement System, 405 Centennial Building, Springfield, Ill.

Irwin Records on File

Dear Mrs. Richard:

I have read with special interest your "Diary" of S. S. Irwin, an Illinois school teacher who taught in Douglas County in 1857. According to our records a Samuel S. Irwin was school commissioner in Douglas County from 1859 to 1861. A copy of his annual report of the common schools to the superintendent of public instruction for the year October, 1860, to October, 1861, is on file in this office.

Keep up the good work. ILLINOIS EDUCATION is an interesting and superior professional magazine.

—W. A. BOZARTH, Douglas County superintendent of schools.

Explanation of One Income Tax Example Was in Error

Dear Editor:

May I call attention to an error of statement on page 214 of the current February issue (examples of income tax returns of retired persons):

In Example 2, the explanatory marginal note says that the $1500 is "retirement income," but comparing with the filled-in form on the left of the statement it will be seen that there are two items of retirement income—one of $3600 and another of $1020—total $4620.

The $1500 is *earned income,* as shown by the fact that in the filled-in form, $600 is indicated on the *excess* over the allowable $900 earned income.

A correction in the March issue might yet be in time to save some confusion before the April 15 deadline on filing returns. —GEORGE SYPE, director, Region V, National Retired Teachers Association.

Ed. Note—Mr. Sype is right. Five words were omitted from the first sentence of the Example 2 explanation. The last part of the sentence should have read: ". . . husband over age 65, with retirement income of $3600, with earned income of $1500."

Views on Exchange Teaching By a Former Exchangee

The state of Illinois needs your help. Up until the current school year of 1954-55, Illinois has participated in the Fulbright teacher exchange plan. Now we are informed that Illinois will no longer join in this plan, ostensibly because a state law, passed in 1930, requires that its teachers have American citizenship. The state superintendent of public instruction, Vernon L. Nickell, informed Dr. Edith Ford, British head of the exchange scheme, that the state now intends to conform to this citizenship law as long as it is on the books. The decision was not made by Mr. Nickell alone, but by the 1953 School Problems Commission, which also included three members of the Illinois House of Representatives, three members of the Illinois Senate, and five lay people appointed by the governor. Mr. Nickell states that he was the only one of the members of this committee who were present that day who voted to continue in the Fulbright teacher exchange plan.

The decision came to my attention last January while I was in England as one of the 100 American exchange teachers there. The English newspaper, *The Daily Mirror,* ran an article blaming the discontinuance of the exchange program in Illinois on an English exchange teacher's criticism of "things American."

After reading this article I rushed in to my headmistress, who promptly telephoned to Dr. Edith Ford in London. She had not seen the article, but was vitally interested and concerned, since she is chairman of the British Committee for the Interchange of Teachers between the United Kingdom and America, as the Ful-

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bright plan is called in England. During the ensuing correspondence between Dr. Ford and Mr. Nickell, the personality issues were put in the background and citizenship law stressed. Mr. Nickell said* that so far as he knew there had been only two instances in which an exchange teacher had made any adverse criticism during the administration of the exchange teacher program in our state, which has been since 1946. He said further that in the very beginning he knew that under the existing state laws Illinois could not legally enter into the program, even though we were requested by the United States commissioner of education to do so as a means of helping to establish understanding and appreciation among the peoples of the world. Legislators at that time told him that since it was a trial and experimental program Illinois could participate, and if the time came when it appeared that the exchange plan would become a permanent program, then we should consider the problem in regards to the state law.

'Program a Huge Success'

The program has been a huge success and now seems to be a permanent one, so Mr. Nickell approached the School Problems Commission with the proposal that we amend the state law to allow Illinois to participate. This commission voted down his proposal, recommending against any amendment which would make it possible to legally continue in the Fulbright exchange plan. The amendment which Mr. Nickell suggested was a provision not repealing the requirement for citizenship for teachers, but rather permitting a limited number of teachers from foreign lands to teach for a period of one year in the schools of Illinois without meeting the citizenship obligation, said teacher having been cleared by our State Department in Washington and approved in the US Office of Education.

So now Illinois must drop out, just because the temporary program has been such a success that it looks like it may become a permanent effort at establishing world peace. Maybe a few of the exchange teachers have not been very diplomatic. But to have a whole state withdraw from this scheme devised to promote international understanding just because one or maybe more of these exchange teachers mentioned to the wrong parents that their children were rude is inconceivable. (Editor's note: Actually the commission's action was based solely on the citizenship question.) . . .

We Are Geographically Isolated

We midwesterners need contacts with people from other countries. Geographically we are isolated from meeting these people. If we cannot get along harmoniously with one or two foreigners, how can we ever expect to get along with other nations? How can we understand their way of acting, their way of thinking? How can we be intelligent voters about foreign

** Letter from Vernon L. Nickell to Dr. Edith Ford dated Feb. 10, 1954, a copy of which was sent to me by Dr. Ford.*

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policy, the most vital issue in the world today, when we cannot even live peaceably with one foreigner in our midst?

And those foreign countries need American teachers, too. One of the most prevalent misconceptions I met in England was that every American is a "filthy rich American." Why do they think so? Because practically the only Americans they see are American tourists, the majority of whom are well off financially or they could not afford to be traveling in Europe. American school teachers are living examples that every American is not "filthy rich." We're usually fairly average, middle-class Americans who understand our own country pretty well and have a fair amount of tolerance for other people's ways of thinking about things.

A Mutual Need

So they need us and we need them. How can we better understand other people than to live with them and them with us? And how can understanding spread faster than through teachers, who have contact with from 30 to 300 children every year, each of those children having two parents and many friends? The United States exchanges an average of 100 teachers every year with England alone, and England is not the only country. We send also to France, Germany, Italy, New Zealand, Australia, Japan, the Scandinavian countries, and many others. Think of the wealth of opportunity which Illinois is missing! Mr. Nickell has promised to approach the state legislature again in 1955, asking it for an amendment to make possible legality of the exchange-teacher program. Write to your state legislator today to get his support on this amendment, a simple clause which would permit the re-inauguration of the Fulbright teacher exchange plan in our state. Most of the other states are participating. Let's get Illinois back in the union!

—CHARLOTTE LAMBERT, Eastern Illinois State College (exchange teacher to England in 1953-54).

"Jimmy has developed a hydrogen spitball."

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Are We

By ROBERT F. TOPP
Dean of the Graduate School
National College of Education, Evanston

A MAJOR occupational hazard of teaching (but not teaching, alone) is the persistence with which an emotional condition characterized by almost habitual complaining seems to spread itself among our members. For want of a better term, it might be called the "Chronic Complaint."

It should be repeated that Chronic Complaint is not a condition found among teachers, alone. Office forces in almost any business spend a good deal of their time griping about the boss, the pay, the conditions of work. Even the boss gripes, often in turn about employees, high taxes, or long hours of work. Doctors gripe, lawyers enter complaints, perhaps even a few clergy whisper a prayer or two about injustices that make heavier the burdens of their work.

But here because we are concerned with teachers — important people in close association with children who are busy growing up in the likenesses of those they admire and respect — these remarks are directed toward those who educate.

Typically the habitual complainer greets the dawn with "Another Day!" These words can signify how happy one is to be alive, but in the case of this individual they are more apt to imply that anticipated horrible events are too much to face. From this beginning our representative case-study moves along his or her griping way. The eggs are too well done, the car is cold, the school yard "certainly looks like a dump!" To our sick friend there is no reason why teachers have to come to school 30 minutes before "the brats" arrive; the custodian never sweeps in the corners and the principal always has that silly smile on his face. We teachers better get together, too, and see about higher salaries before the next depression sets in — which will be soon.

And So on Through the Day

"If those supplies don't come today I am going *straight* to the superintendent." As for those cumulative records, why bother with them? No one ever looks at them again, anyway. So on through the day he bemoans his fate until sleep mercifully closes out the sights and sounds of living with people. (And it might be added, mercifully closes out the sights and sounds of our griping friend from his associates.)

How can we prevent this attitude-illness, or if we have caught the disease what can we do as remedy? It is important that we do prevent it, of course, both from the viewpoint of our own satisfactions and from the viewpoint of others who live and work with us. To the chronic griper the world must, indeed, be an unhappy place. To those who are forced to associate with him—and few will do so voluntarily—he decreases their enjoyment in living to the extent that they take seriously what he has to say.

It Spreads Like a Disease

As for the effect he may have on his school and the children whose lives he touches, there can be little doubt that the chronic complainer's influence spreads far beyond the face-to-face contact he has with pupils or colleagues. Confined to those situations unwholesome effects of his viewpoints are bad enough but like some insidious disease his ideas spread unrest until an entire faculty can be made discontent and ineffectual.

Chronic complaining can be said to be a nervous habit, somewhat like cracking one's knuckles, swinging a watch chain, stuttering, or wearing a perpetual frown. Only it is more serious, often more deep-seated, likely to be more difficult to remedy.

As with any emotional or nervous condition, what is observed is only the exterior manifestation of what is going on within the nervous system and body of the individual. Something inside is causing problems which show themselves through some of the simple habits described above, or in the more complicated conditions of perpetual complaining, stuttering or other forms of anxiety. Conflicts between aspirations and achievement; frustrations growing out of those conflicts; boredom and distaste for one's lot in life; feelings of inferiority and the like may contribute to the formation of habits that typify the chronic complainer.

Continued griping is, then, a symptom of something deeper, and by rights its correction should be brought about by clearing up the fundamental cause involved, if possible, but often it is not possible. For example, it would not be too far-fetched to imagine an individual who had always wanted to be a physician but because of financial difficulties was forced to settle for teaching as a profession. Further than this, supposing the same person discovers that promotion has not come as rapidly as he would desire. These fundamental disappointments combine, and the consequence is the "Chronic Complaint."

The happiest solution would be for the teacher to secure the money that would enable him to become a physician, or in lieu of that, somehow at least to gain promotion. Obviously, such things seldom happen outside of Horatio Alger strive-and-success stories. Because the world is real and sometimes unmanageable, our perpetual griper must continue to gripe unless something else can be done for him.

When the realities of life cannot be changed; when we cannot become doctors or get married, be rich, or be the boss, or accomplish whatever our goal may be, there remains only the possibility of gaining a degree of insight that will enable us to make the necessary adjustments — to make peace between ourselves and our way of living. Through insight, the recognition of the reasons for some of our maladaptations, we may be able to make changes in our way of living, in our behavior, or in our attitudes that will lead to greater satisfactions for ourselves and more enjoyment to friends and colleagues who associate with us.

When dissatisfactions seem to be within the work we are doing—when we are unhappy and leave no doubt about the matter—the only solution may be to find another kind of work. If this is actually the cause and the unhappiness is not something we will carry with us no matter what we do, a different profession should be sought even if it means loss of money or prestige, or if other sacrifices must be made. It is folly for a person to de-

Griping Ourselves Sick?

That can happen when teachers become victims of 'Chronic Complaint.'

vote a life to an occupation that, for him, contributes nothing for security of a sort.

Usually, when Chronic Complaint catches us, it is more apt to be a generalized attitude: we would gripe and complain no matter what we did. Several recommendations can be made that should be of some help, perhaps only in alleviating the symptoms of malcontent, but that, in itself, should be a blessed relief to the sufferer and his co-workers!

The First Step Is a Physical

In any case, the first step is to have a complete physical examination—not just a "once-over," but a thorough check-up. The intellect, emotions, and physical well-being of an individual are so integrally a part of each other that many a maladjusted person is that way simply because he is carrying the burden of an undiscovered physical ailment.

A second possibility is to ask ourselves if we are putting every effort we can into our work. Are we devising new plans to make learning more interesting for our pupils? Are we wholeheartedly giving as much attention to the individual needs of children as we could be? Are we concerning ourselves with the individual differences of the children we guide in such essential areas as their physical and emotional-social health?

In other words, are we looking outward toward the problems and needs of others, or are we continually thinking of our own reactions and personal problems in a purely self-centered way?

Without our knowing it, continued routine can become boring, subtly influencing our outlook on life and contributing to our tendency to complain. Our work can be made less "routine" by putting more ideas into it, as above. Outside of school hours we should keep our minds (and bodies) busy at varied activities of real interest to us. Hobbies, sports, entertainment, clubs, and other social activities that can be anticipated during the day and enjoyed after working hours will contribute to making our lives more meaningful.

If some of our interests can be planned so as to force us out of doors into active exercise, mental hygiene benefits will be vastly greater. Few types of experiences do so much to establish the true proportions of values in our lives as does physical activity. The minor irritations that prompted us to complain are again reduced to their insignificance, and the frequency of our gripes is decreased accordingly.

Religion in some form ordinarily must become part of the lives of each of us. The continued opportunity at least once a week to participate in spiritual experiences and to feel the atmosphere of worship makes immeasurable contribution to our personalities. Religion, too, reestablishes proper proportions and permits us to grow as humane and civilized individuals.

In spite of the above remarks which seem to represent pat answers to the emotional condition that concerns us, there are no pat answers. Each individual involved—and this is every individual who associates with people—must come to know himself and his daily activities well enough to discover sources of maladjustment. There is no substitute for this continuing process of self-discovery, even when the person is under the guidance of a mental hygienist.

Conduct a Self-Inventory

Consequently each of us should take advantage of moments alone when we can think without interruptions: times when we are riding to work, making personal preparations for the day, or sitting in waiting rooms. Seizing these relatively rare moments when we can be with our thoughts for a while, we might think through some of the following ideas in a "self-inventory" way. They may lead our associations to the remedy (or prevention) of Chronic Complaint:

1. Have I already established the habit of continually complaining about fundamentally unimportant aspects of my life?

2. Is there some innate condition characteristic of teaching that is making me unhappy?

3. Am I putting all my energies into my job, when on the job, forgetting work problems when not at work?

4. Do I tend to analyze other peoples' actions and their effect on me, rather than giving thought to my own actions and their effect on others?

5. What are some areas of my daily living that seem to be dissatisfying or frustrating to me?

6. Am I carrying on activities in my personal life that are varied, that are interesting to me, and that cause me continuously to be planning for them with anticipation?

7. Do I *really* like people?

8. Would I enjoy the company of someone whose attitudes and actions were identical to mine?

9. Am I permitting personal problems to influence adversely my professional contribution?

10. Am I genuinely concerned with the total success of my school and school system?

11. Do I consider myself a completely loyal staff member, working in a positive way toward improving my school system?

12. Am I sure of the soundness of my physical health?

13. Is "my day" sensibly balanced between rest and activity, work and play?

14. Do I deliberately resist the inclination to complain, and do I avoid participating in gossip about other personalities?

15. Do I have faith—faith in man and God, faith in my country, my church, my school, faith in my friends, my family, myself?

ART and the Classroom Teacher

They supplement each other in a coordinated program.

By JESSIE TODD

THE CLASSROOM TEACHER in the art room can contribute much to the creative atmosphere of the art class.

SINCE art depends upon enthusiasm and since enthusiasm in the classroom is contagious, the classroom teacher plays a vital role in any school art program.

Spelling and reading programs will not succeed if these subjects are disregarded in areas not labeled Spelling and Reading. So it is with the art program, which cannot succeed unless every possible opportunity to make use of art in the school is carefully considered. Every teacher should realize, for example, that simply copying a picture requires no originality or thought and, therefore, is not art. "But we don't say it's art, we're doing it for social studies." The answer, of course, is that we must consider the child in relation to the total school program.

Much of the success of an art program will depend upon the classroom teacher's understanding of its aims and purposes. This is perhaps more true in schools with special art teachers than in schools where the classroom teacher has full responsibility for the art program. In either situation, however, the day-by-day carrying out of the art program rests with the classroom teacher. Without her help and interest, the art program will fail.

Working Together?

Several examples will illustrate. The art teacher had made great effort to build up the confidence of a boy in her class. Day after day he had been saying, "I'm no good. See, I try to model a dog and it doesn't look like a dog."

"I think it does," the art teacher said.

Just then the classroom teacher stood beside the boy and in a flippant way said, "Is it a dog or a horse?"

The boy turned to the art teacher, "I told you it was no good; Miss Brown doesn't even know it's a dog."

It was a simple mistake, but the classroom teacher who understands the aims of the art program knows that it is best not to ask what a drawing or modelling is. Usually the child will tell. A book could easily be written on how to look at children's art.

The boy had done a solid piece of modelling. He had made an artistic shape. To the artist, whether it was a dog or horse was of little importance. The boy needed his self-confidence built up by praise. This fact was very important. Miss Brown by one remark had spoiled what the art teacher had accomplished with time and effort. The boy was back where he started. He mussed up the dog.

Another illustration. The classroom teacher brought her first-graders to the art room to do finger painting. The children were so enthusiastic about finger painting that many of them made five finger paintings in one art period. Since another class was arriving in the art room, the first-graders had to take their finger paintings back to their room to dry. They made many trips.

The next day when the first-graders came to the art room to make

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Miss Todd is an art instructor in the Laboratory School at the University of Chicago, and has written and illustrated material for *Britannica Junior*. She is co-author of the four *Doing Art Books*, and has written extensively on elementary art in such magazines as *American Childhood*, *Design*, *Instructor*, *Junior Arts and Activities*, and *School Arts*. A series of six filmstrips, *Adventures With Art Materials* (Society for Visual Education, Inc.), were recently completed by Miss Todd and illustrated with color photographs which she made in her art classes.

more finger paintings the classroom teacher announced, "Work on the same finger paintings for the entire period." This was poor practice, but the art teacher could not contradict it. The finger painting paper became too dry as the children worked. The children felt that it was not successful. On the previous day the children often mussed up the finger paint several times on each paper but did this quickly and called the finger painting done when they arrived at a result they liked.

When they had to work on the same finger painting for an entire period they had to muss up a design they liked because they had to keep on using the same paper. Since they had to work on the same pictures for the entire period, they stirred all of the bright colors together as they worked over and over on the only paper they could have. All results were a gloomy greenish black and they were so dried up that no little wiggles showed. The children were disappointed.

Understanding Art

In both of these cases the classroom teachers and the art teacher had not worked together effectively. Obviously the art teacher cannot succeed in bringing creative work out of children when the classroom teacher finds fault where the art teacher gives praise. The two must not have opposing aims.

Children's art is wonderful. It hasn't been spoiled by too much academic teaching. It is often close to the work of artists. The little white clay cat with huge pink sunk-in eyes and expressive tail fastened solid as it curves around his body is a work of art. The classroom teacher who prefers a naturalistic cat needs to read some books about contemporary art. The child who made the cat used imagination in color and in shape. The shape was very solid and simple. The result was most appealing.

Another child painted a very expressive man. The classroom teacher who says "But the head is much too large," needs an understanding of the aims of art. The child's painting was full of rhythm and expression. It was of little importance that the head was too large to be naturalistic.

When the classroom teacher is with her children in the art class, she and the art teacher can supplement each other and provide a more coordinated school program for the child. If the classroom teacher helps to pour paint from the quart bottles to the little bottles, she is a part of the whole creative process. However, if the classroom teacher corrects papers during the art class, it would be better if she went to another room. Her nonparticipation puts a damper on the art class, for someone is present who is not entering into the spirit of the class.

If she helps the art teacher assist some child who knocked over his paint bottle she is part of the group, for paint needs to be cleaned up and some small children's hands are not strong enough to squeeze water out of a rag.

When big paintings or stage sets have to be moved from the art room to the classroom, she can accompany a small group as they try to carry the scenery. While she does this, the art teacher stays with the majority in the art room.

This classroom teacher will then wear a smock and older shoes like the art teacher, for when children work freely with art materials there has to be a "mess." If she wears good clothes and no smock, she will stand aloof for fear of getting spots on her clothes. This attitude can easily have a bad effect on the art work. Rather than do this she should go to another room. The classroom teacher who does not spend time as a participant in art activities with her children cannot have the insight which is essential to any effective art program. Teacher participation is the most important element in the art program.

POLKA-DOT CLOWNS such as this gay fellow may be made with clay which hardens and can be painted. Children enjoy working with a variety of art materials.

FIRST-GRADE EXPRESS is about ready to leave as the fireman climbs aboard with his lunch and the engineer gets his orders. This language arts activity has more meaning for these children because they have used their art period to paint a large train.

Other Prerequisites

There are, of course, other prerequisites to this program which should probably be more generally understood by classroom teachers and administrators. High on this list of prerequisites are space and material. Children need paint and clay, their favorite materials. They need large pieces of paper and bottles of paint with large brushes. Large quantities give them freedom. Obviously they need table space or floor space in order to spread out the papers and set the paint bottles close by. If the school lacks this space, some children may read while others paint.

The solution is not to work on small paper size 9 x 12 inches. Neither is the solution to limit children to crayons with the comment, "This is all we can afford."

There are ways to get money for supplies. One enthusiastic teacher spent her own money to have a few children paint large. The results were so pleasing that the parent-teachers group bought $10 worth of paint. The superintendent was pleased. The art teacher now has all the paint she wants and large paper of many colors. It took several more years to get the clay. Not before she had her stone sculpture exhibited in the Chicago Art Institute Show did the school become interested. The parent-teacher group asked her to give a talk. The superintendent was present. Now her children have clay.

At first each child had to muss up his clay unless he made an excellent piece of modelling. This, of course, was not good practice. The child who does his best should keep his modelling. He may never be a genius, but his work is interesting to him and to others. Now her school has enough clay for all to use freely.

The importance of exhibiting children's pictures cannot be overestimated. Large bulletin boards in rooms and many bulletin boards in the halls are needed. Pictures are not painted to stack up in piles. Children like to see their work and the work of others. An exhibit put up once a year for the parents is not the solution. Sending an exhibit to the central office is not the solution. These exhibits should be on the hall bulletin boards at the end of the first week of school. They will not be good, but as the weeks go by the pictures will be better. Some pictures may be taken down when others are ready to put up. The exhibit is, therefore, continual. To list all of the things the children learn from such an exhibit would make another article. (See *American Childhood*, September, 1954, pp. 10-12.)

These exhibits have many secondary values. They enlist the interest of parents and superintendents. They enlighten the parents and superintendent as to the aims of the teachers and the art accomplishments of the children. They give the superintendent concrete evidence to guide him in evaluating the art program. His suggestions and criticisms may give the art teacher the opportunity to explain the program to him or to enlist his support.

Enough Time

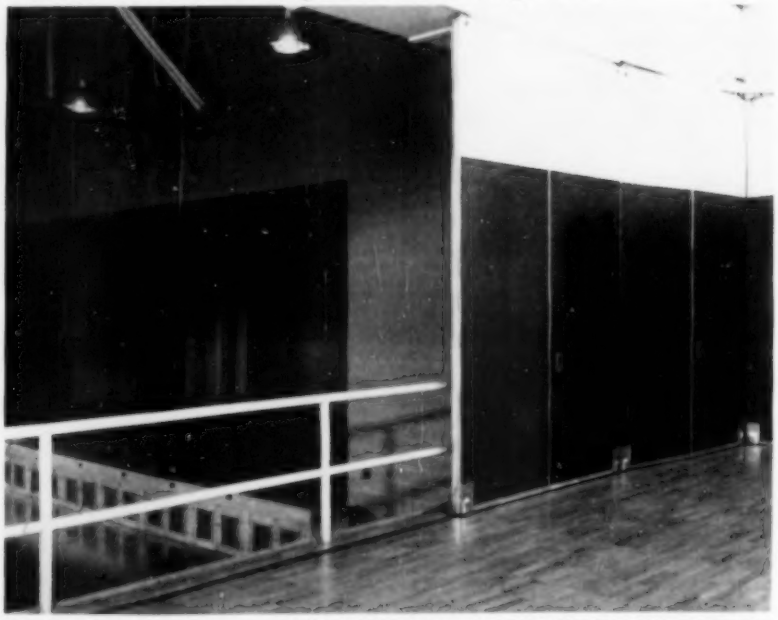
Last but not least in importance is the matter of time. The art period must be long enough to get something finished. With the exception of the first grade, the art period should be no less than 50 minutes for painting and clay work. A 60-minute period is more satisfactory, since children need to get out paints and mix colors for their special needs. This takes time, and younger children often spill paint, which will take more time. After the paint is mixed and all is ready, the child must have time to paint.

When working with clay, boys and girls need time to finish what they start. Children like the kind of clay that hardens. They cannot work on it a second day, for it hardens overnight. If they cannot finish in one art period, they have to muss it up and start all over the next day. Children can, of course, bring tin cans with covers and keep the clay object soft in this can from day to day, but most children under the seventh grade don't care to do this. They like to finish in one art class so they can paint the clay the next day. Then, too, children seem to bring cans too small for the objects they model.

We must do nothing to cramp the size of modelling as well as painting and other art forms. As was stated before, children are more free when they make things large, when they have plenty of time, and when they work in an atmosphere of enthusiasm. Keep in mind that freedom is the essence of children's art.

Here's an Idea . . .

Double-Decker Balcony Shelves in the Gym Give Urbana Junior High Extra Teaching Areas



FIVE TEACHING AREAS are available in the Urbana Junior High School gymnasium by using the two balcony shelves such as this one, the large stage at lower left, and a divided main-floor gymnasium which has two full-size basketball courts. All areas are floored in a surface suitable for physical education classes. Stage and balcony shelves have electric doors which close off each class station. Balconies may be used as extra "stages" during school programs, allowing a scene to be set up on one stage while another is in progress.

Pearl City's Freedom Mural

WHAT ONE WORD is symbolic of our American way of life? When the seventh-grade pupils at Pearl City Elementary School considered this question, they decided on one answer: Freedom. To symbolize this heritage, the boys and girls have carved a "Freedom Mural" from linoleum and placed it in the front hall of their school building.

The study of the early history of our country—the people and places, the momentous occasions, the turbulent times—brought to these seventh-graders the realization that here were the beginnings of our freedom.

Art and History Correlated

The history teacher, Edward Rutkowski, and the art teacher, Credella F. Grant, helped the students plan a correlation of their work into an art project which would show their concepts of freedom.

During the winter of 1953-54, students drew sketches of such things as the Pilgrims, the Mayflower, and Lincoln, as these various periods of history were studied.

A student committee made measurements of the wall in the school's front hall, and gained permission to hang their finished project there. They wanted something more durable than heavy paper; they could not obtain permission to paint directly on the wall. Why not a simplified composite of drawings chip-carved in linoleum, such as the ones they had designed at Christmas time?

But this would be a mammoth project compared to individual 2-inch squares. It would require the cooperation of all the boys and girls!

Eager youngsters, undaunted, went to work on the first draft. A 12 in. x 18 in. sheet of manila paper was used. Sketches were then enlarged, drawn to a scale of 4 to 1. After several of the sketches were finished, pupils began to transfer them to a 6 ft. x 4 ft. piece of inlaid linoleum, battleship weight in brown jaspe pattern.

Then, with Speedball Linozip linoleum cutters, some students outlined the drawings. Other students equipped with pocket knives or kitchen paring knives or the gouging blade of the Linozip, chipped out the background to leave a rough surface, and give a third-dimensional effect to the mural.

As each drawing took form, the blank spaces in between suggested other ideas. Tiny sketches were fitted in to show modern symbols of freedom—the automobile, the airplane, radio, television. The date and the outline of the United Nations Building were added.

As ideas grew, the seventh-grade pupils invited pupils from the sixth and fifth grades who were anxious to help on the project. Pupils of the three grades whose class work was completed were allowed to work in the art room during the art teacher's free period. Some stayed after school, others worked on Saturdays.

Miss Grant reports: "How the chips, and tongues, flew as happy youngsters were busy with creative arts."

When all the carving had been completed, white chalk was rubbed into the cuts. Then a glaze was sprayed and brushed on, followed by a heavy application of wax. The linoleum was glued to ¼ in. plywood for a backing, framed, and hung in the main hall.

It Goes on Display

During September and October of 1954, the mural was on display at the Stephenson County Historical Museum, as part of the observance of the IEA centennial. In December, it was displayed during the IEA Annual Meeting in Chicago.

The pride which the children of Pearl City have taken in their "Freedom Mural" reflects the pride they have taken in the history of their country as they have studied their American heritage.

At John Mills School in Elmwood Park,

Mathematics Is a Laboratory Course

How much does the ink in your fountain pen weigh? How many steps are there in a mile? How do you determine the height of something too tall to measure? Richard Mariani's grade-school students learn such things through special 'experiments.'

By FRANCINE RICHARD
Assistant Editor, Illinois Education

ARITHMETIC is exciting for the seventh- and eighth-grade pupils in Richard Mariani's mathematics classes at John Mills School in Elmwood Park, because they are doing "experiments" in a mathematics "laboratory."

With the available apparatus and equipment, these boys and girls are doing such things as measuring scale-model cars to determine the size of a real-life car; measuring the thickness of a sheet of paper with a micrometer; weighing a fountain pen – first empty and then filled – on a gram scale; measuring the height of the school building with a transit; using a map meter on an airway map to determine speed and cost of air travel; or determining the number of normal steps a pupil would take in walking one mile.

They are finding the answers to a lot of interesting problems, and they are using the basic skills of arithmetic to do it. Mr. Mariani says of his math lab, "We are learning the same multiplication and division, but we are not using apples and oranges."

Do the pupils enjoy learning math the laboratory way? That is easily answered: Each morning from 8:15 until 8:50, before regular school hours, many of these boys and girls attend special math classes and clubs. One day each week, there is a meeting of a class in "Applied Math for Girls," in which some 25 seventh-grade girls use the fundamentals of math in problems of homemaking, business, and medicine.

Shop Math Interests Boys

Another morning each week, Mr. Mariani has a "Shop Math" class for seventh-grade boys, in which students learn the use of the slide rule and various other types of shop instruments – mastering the fundamentals of math with practical application.

The "Pre-Engineering Math" for eighth-grade boys is devoted to formulas for simple problems in civil engineering, electrical engineering, aviation, and so on. The class also covers the amount of education needed for careers in these fields, and especially the amount of mathematics required.

A "Math Society" for eighth-graders is devoted to learning the fundamentals and uses of algebra.

Last school year the students were so enthusiastic about their mathematics classes that they petitioned the board of education for permission to hold math classes on Saturday morning. Permission was granted.

Mr. Mariani says he also suspects that in their eagerness for "experiments," his students are doing arithmetic in some of their other classes.

Supt. George B. Calhoun describes the laboratory method this way: "Mr. Mariani is teaching them purposeful, meaningful mathematics. The students are applying mathematics to the problems they will confront in life, and the laboratory approach is helping them find out how to solve these problems. They are learning to *think*.

"A pupil may know his addition facts and his multiplication tables, but unless he can use them as tools

to solve the problems of life, they are of no value to him. If education is nothing more than learning by memory what is in the textbook, then education is too limited. What we need to do is to help the child find out *how to learn.*"

Belief in a Purpose

Superintendent Calhoun's belief in a purposeful type of education was evidenced when Mr. Mariani first spoke to him of a mathematics laboratory several years ago. The math teacher, who is also a graduate engineer, remarked, "I think it is just as important to have a laboratory in mathematics at the elementary level as it is to have one in chemistry or physics at the high-school level."

The superintendent was intrigued.

"Can you prove it?" he asked.

"Yes," the teacher said, "if I had the materials I would need."

"Send in your requisition," was his answer. "The limit is $300."

With this unheralded beginning, the math lab came into being. Purchases included the micrometer, gram scale, map meter, inside and outside calipers, steel scales, vernier scale, ounce and pound scales, millimeter and centimeter scales, and so on. The board of education cooperated immediately, and has purchased additional equipment. Last year the board made Mr. Mariani mathematics coordinator for the entire school district.

Mr. Mariani has made many of the devices—hinged wooden triangles and squares, triangles made up of smaller figures which fit together with pegs and holes and which may be rearranged to various shapes, a giant-size slide rule, and various buzz boards for drill work in basic arithmetic skills.

He has also provided such things as cross-sections of truck and automobile tires, various sizes of liquid measures, airplane parts, road maps, airway maps, scale models, and many other pieces of apparatus and wood and metal objects.

The mathematics room in John Mills School is not large, and most of the space is taken up with student desks and chairs. The math lab is crowded into one corner, and spills out along the walls and into the far corners. The space over the blackboards is filled with colored-string models of mathematical concepts, scale models demonstrating mathematical formulas with which the pupils have enjoyed working, a large mural showing various mathematical shapes, and a bulletin board holding answers to special problems developed from newspaper and magazine stories and advertising. Across the back of the room are the buzz boards and drill aids.

It is a crowded room, yes; but it is a happy room and a busy one. Boys and girls go eagerly about their "desk" work so they may have time to "do an experiment."

"Happy faces at work mean good learning and understanding," Mr. Mariani believes. "Instead of being expected to 'sit and be quiet,' these students have a chance for normal talking and laughing." He added, "If this shocks you, just consider: Would you work for a boss who forbade you to laugh or even to whisper? Classrooms . . . are workshops where children receive preparation for effective adult living."

At the beginning of the 40-minute period Mr. Mariani writes a textbook assignment on the board. One part of the assignment "all must do;" the second part students "may do." A large percentage of the class members do both assignments. Special credit is given for completion of the second part, and for any additional outside assignments or projects which students do voluntarily at home or after school.

Experiments and Text Coordinated

After they have completed their work from the text, they may go to a card file and select an "experiment" which is coordinated with the type of work they have been doing in the text. Mr. Mariani has developed these experiments to complement any seventh- or eighth-grade mathematics text. The instructions for each experiment explain to the student why it is worth doing, what its purpose is, what is to be done, what computations are to be made, and what kind of apparatus is needed.

"The experiments have been prepared to stimulate the maximum of thinking with the minimum amount of mechanical drudgery," Mr. Mariani explains. "I have therefore made every effort to simplify the mechanics of laboratory procedure without sacrificing the valuable educational training that the student gets in doing experiments *himself*. Emphasis should be on logical conclusions based on the experimental facts obtained."

The experiments have also been put together in workbook form. These workbooks will probably be made available to other mathematics and classroom teachers at a future date.

Students Can See 'How Many'

By using the laboratory equipment, students can make physical measurements themselves. They dip tablespoons of water into a quart bottle to discover for themselves "how many." They weigh the empty container and then weigh the container filled with water, and thus determine the weight of a quart of water. By dividing this weight by the volume of the container, students learn the weight of water per cubic inch or cubic centimeter. Volume becomes more than a hard-to-remember formula; subtraction and division and multiplication become more than dull drill work.

In order to understand the metric system of measurement and its advantages and uses, students measure laboratory models with the millimeter scale, then the centimeter scale, and then in inches. It may be hard to visualize a millimeter as .03937 of an inch when it is printed in a book, but boys and girls who complete this experiment have no trouble at all in seeing "how many" millimeters make an inch.

Students study an airway map which shows highways and airports. They select any airport as the starting point for a trip by plane, and another airport as their destination. They are given a set of facts for each type of plane they could use: the number of passengers the plane carries, the gallons of gasoline each engine uses per hour of flight, air speed of the plane, and the cost of the gasoline per gallon. By measuring the distance between airports with the map meter, the pupils are able to determine how much such a trip would cost them for each type of plane and how long the trip would take.

The problem could have been stated in the conventional textbook fashion. Students would have used the same basic mathematical skills in finding the same answer. Would

they understand it as well or remember it as long? Would they enjoy doing it?

A home-community slant is given to some of the experiments which are based on the textbook-type problem. For instance, students are asked to count the parking meters on two of the busy streets nearby. Then they are given this set of facts: These parking spaces are used from 9 a.m. to 5 p.m. On one day, half the parking spaces were full all the time, one-fourth of them were used an average of five hours each, and the remainder were used only during the hour of 12 noon to 1 p.m. At 5 cents per hour, how much money did the meters earn between 9 and 5 on that day, and why does the community need this money?

In a percentage problem, pupils are asked to measure their room at home to determine the number of square feet of floor area, and the number of square feet of window area. Given the explanation that a well-lighted room has at least 15 percent as much window area as floor area, the students are asked to find whether their room meets that standard. They can do the same thing in regard to the classroom. As part of the culmination of the experiments, students are asked such thought-provoking questions as, in this case: Do you think all homes should have this type of lighting, or just public buildings? Why?

Background Information Helps

As part of the explanation of the object of the experiment, some background information is given to help the pupils understand the practical, working use of such mathematical problems. In the case of the percentage of window area in a room, the students are told: All architects (home designers) must know certain rules other than the type of home being built. They must know the type of heating, bricks, wood, cement, etc., to make a good home for us. One of the things they need to know is the lighting system (the number of windows needed for certain rooms).

These are just a few representative experiments from the large file which Mr. Mariani's classes use, but they help to illustrate the one basic idea behind the math lab: "Our children learn by doing." Mr. Mariani reports that most boys and girls "enjoy making like a scientist." "Moreover," he adds, "I am sure that the students in the laboratory can get the experimental point of view and the spirit of inquiry." He feels that they will probably also attain better mastery of mathematical concepts and principles will become more functional and meaningful to them when seen in relation to actual applications.

Students 'Think for Themselves'

Students agreed that this method of learning arithmetic was more difficult, because they had "to think for themselves." This, too, agrees with their teacher's philosophy: "A wise teacher is never a giver of knowledge, but a guide to knowledge. She encourages her students to find out for themselves."

Mr. Mariani's success with his own devoted seventh- and eighth-grade classes is being transplanted into the other grade levels, both at John Mills School and at the other two grade schools in the Elmwood Park school district – Elm School and Elmwood School.

As mathematics coordinator for the district, Mr. Mariani has had a series of workshops to help the other teachers learn the techniques of the laboratory method. He has also helped them make many of the buzz boards and other drill aids for classroom use, and has offered special teaching aids and help on specific chapters or lessons which individual teachers felt they needed.

The Elmwood Park math coordinator's fame has spread beyond his own school district and into surrounding school districts. This year he is planning to hold Saturday workshops at the Mills School for teachers of grades five through eight from nearby areas – such as River Grove, Schiller Park, Des Plaines, Park Ridge, Franklin Park, Berwyn, and Brookfield. These teachers will learn to make and use buzz boards and models, to read all types of maps, to use technical instruments, and to use merchants catalogs and the like for working problems of percent and discounts.

The teachers will actually do many of the experiments under Mr. Mariani's direction, so they will be better able to help their students do them. These teachers are asked to bring the arithmetic texts which they use in their own classrooms, and the laboratory work is adapted to all texts. Mr. Mariani explains how any problem from any text can be made into a real-life situation, using the laboratory experiment method.

Math Teacher's Fame Spreads

The Elmwood Park teacher's fame has also spread to such institutions of higher learning as Purdue University, where he explained his laboratory method to a summer session class of elementary math teachers, June 18 to July 6, 1954; and to Northwestern University, where he lectured during the fall session in 1953.

This modest young man attributes part of his success to the cooperation and firm support of his superintendent and his school board. Other teachers, he admits, might not have

BUZZ BOARDS make drill work fun, and the learning of division fundamentals easy. Students in Mr. Mariani's math classes may use any of the drill devices whenever they have free time or feel the need for drill. At right is a buzz board used for drill in geometry formulas, such as the area of a plane figure, volume of a cube or cone, etc.

either the cooperation or the financial resources which he has had.

His professional training as an engineer, too, has helped him in developing the math lab. He has both his bachelor's and master's degrees in engineering, and has been able to use much of this background in experiments and problems of special interest to the boys in the class — especially problems concerning aeronautics, use of the slide rule, surveying, measuring heights and distances indirectly by using simple field instruments, and the use of other technical instruments.

GRAM SCALE is used to weigh small or lightweight objects, such as this piston, a coin, or a piece of jewelry. Students then learn to translate gram weight into ounces or pounds, given the information that 28.4 grams equal one ounce.

—Photo by The Palomar Studios, Chicago

Techniques Are Adaptable

But much of the technique of the laboratory method can be adapted by mathematics or classroom teachers who do not have an engineering background and who have only a limited budget to spend for apparatus.

Experimental activities may be carried on in most classrooms which involve measuring with simple liquid and dry measures, weighing with pound and ounce scales, averaging, estimating distances and weights, comparing, drawing, and deriving original data from concrete physical situations.

For instance, it does not take special laboratory equipment to conduct an experiment to help understand area. Drawings of one-inch squares may be cut up and rearranged into other designs to help the boys and girls understand that the area of a plane figure is independent of its shape, and that square units can measure the area of any figure.

Wooden Figures Are Helpful

Also helpful are wooden figures of different shapes and thicknesses such as Mr. Mariani has made, to help pupils find the volume and areas in square and cubic centimeters, inches, feet, and yards.

Students can look through newspapers and magazines to find news stories or advertising displays which show the use of percentages — household budgets, allocations of funds by governmental departments, population distributions, changes in cost of living and wages, or major and minor league baseball standings.

Mr. Mariani's students make actual models showing various mathematical formulas at work — the distance between objects such as two ships, the altitude of planes in relation to the ground, the impact of a car hitting a telephone pole while traveling at a certain speed. These models are made of plaster, beaver board, small plastic toys, and string to form the triangles. But these formulas could also be demonstrated through the use of pictures cut from magazines.

Students can better understand the mathematics necessary for conducting businesses if they are able to use passbooks, deposit slips, and bank statements; to make out checks and drafts of various kinds; to examine and discuss insurance policies, stocks, bonds, and budgets.

A class committee can be appointed to find out the wholesale prices on certain commodities. Then the class can attempt to determine reasonable retail prices, taking various factors into consideration. Profit and loss can also be introduced to good advantage at this time.

Field trips may be planned to wholesale houses, banks, service stations, airports, railroad stations, new construction and highway projects, technical industries, stock and commodity exchanges, etc. These visits will help the students understand how mathematics is used in daily living and working. New applications of mathematics can easily grow out of these trips.

Representatives of technical occupations may be asked to visit the math class and tell how they use mathematics in their work.

Practical problems in measurement can make use of situations involving building, cement work, roofing, and painting. Carload measure, the long ton, and other large quantities will be more meaningful if used in connection with such problems.

Field Instruments Are Practical

If simple field instruments are available, such as the sextant and transit, some elementary outdoor field work may be done by the students — making simple surveys, mapping small areas, measuring heights and distances indirectly, laying out tennis courts or baseball diamonds.

Buzz boards can make drill work fun. These electrically wired boards enable two pupils to work together — one to present the problem and the other to drill himself on the answers. When the questioner touches one of the set of safely wired "pointers" to the problem, the other pupil must touch the other pointer to the answer. Only the correct answer will make the buzzer buzz — or, on some boards, make a light flash on.

Buzz boards may be used effectively for division; multiplication; mathematical formulas for area, volume, diameter, etc.; meanings of very large numbers and decimals; and in various other ways. Mr. Mariani has helped the primary-grade teachers set up a buzz board using a combination of pictures of animals

(Continued on page 270)

ILLINOIS NEEDS

A STATE BOARD

OF EDUCATION

—and here are the reasons why.

By WILLIAM H. CARRUTHERS
Superintendent of Schools, Murphysboro
Legislative Chairman, Illinois Education Association

Study Unit—Vol. 17, No. 7

THE Illinois public common schools serve the interests and affect the lives of all the people of our state. The expense approaches $380,000,000 annually for net operating costs; large additional expenditures are required for capital outlay. Surely this all-embracing public enterprise deserves a *continuing* body of competent and dedicated lay citizens, supported by the best in research, to recommend legislation, formulate policies, and give position and vision to education so the best interests of all of the people may be served.

The concept of a state board of education is not new. Forty-five of the 48 states have such a body. Recurring proposals for a state board of education have been before the Illinois General Assembly since 1909.

With the multiplicity of problems facing the schools of Illinois today, the time has come for us to reconsider the need for a state board of education and the benefits that such a body would bring to our schools.

Recently critical problems have developed within the Illinois public school system. We have seen the 12-grade unit system replace the dual district in more than one-half of the area of the state – with attending problems of boundary changes, administrative and personnel issues, and the growing complexities of transportation needs. The expansion of the curriculum, including the education of exceptional children and the vocational programs, has ushered in new problems demanding new solutions. More pressing, perhaps, and demanding immediate consideration, are the problems created by increased school enrollments, the need for new school buildings, the failure of assessed valuations to keep pace with increased costs, deficient or inadequate state aid payments, the shortage of qualified teachers, and the growing deterioration of services to children.

The Present System Is Limited

The final power and authority to control the schools must remain with the General Assembly. Experience has shown that most legislators are dedicated to and deeply interested in public education. But regardless of their concern, the unending procession of legislative proposals leaves little time for study and analysis of most issues. Indeed, it seems that legislators should welcome the services of a non-partisan lay board, supported by reliable research.

Illinois has had a multitude of boards and commissions created to meet special problems. Some are short-lived; others serve for longer periods of time. Commissions appointed to serve special areas often operate to the detriment of other groups and education in general. The very existence of the many boards and commissions, past and present, gives testimony to the need for a general agency to coordinate the functions of education.

Recently we have seen the Illinois Finance and Tax Commission, the Governor's Advisory Commission, and the Illinois School Problems Commissions come and go. They have served useful purposes in some ways and there is no attempt here to minimize the service they have given to the schools. But regardless of the value of their accomplishments, there still remain fundamental weaknesses in their organization and operation which must not be ignored.

These commissions have been appointed for short periods only and have established few continuing and long-term policies. Since the extent of their existence was limited, they have been unable to evaluate adequately the results of their recommendations which have been enacted into law. And perhaps more important, the research staff appointed with each new commission and often appointed late in the life of the commission, has been unable to give more than cursory study to the problems assigned.

The following revised excerpts

from a release of the research department of the Illinois Education Association give reasons why a state board of education is needed in Illinois:[1]

Legislative recommendations of an official state board of education, constituted of able citizens and on a non-partisan basis, should have greater prestige with the General Assembly than those made by private or political pressure groups.

Such a body would serve as a continuing agency to which the public could turn for presentation of school problems and for appearances at public hearings.

A state board of education would serve continuously as a buffer against narrow legislative proposals and recommendations of selfish or provincial areas or groups which often force their proposals into the General Assembly, regardless of the welfare of other areas of the state.

A body of lay citizens, able and high-minded, would add the common sense of the lay public to the research findings and recommendations of its staff and produce a proper balance and perspective in recommendations for educational policies and legislative considerations.

State School Heads Favor Board

Perhaps the most convincing argument in behalf of a state board of education is found in a statement by the National Council of Chief State School Officers — a group responsible for executive leadership for the public common schools in the 48 states. The recommendation follows:[2]

"In each state there should be a non-partisan lay state board of education, composed of seven to 12 able citizens, broadly representative of the general public and unselfishly interested in public education, elected by the people in a manner prescribed by law. The members of this board should serve for long, overlapping terms without pay. It is desirable that the board select the chief state school officer on a non-partisan basis and determine his compensation and his term of office. He should serve as the executive officer of the board and head of the state department of education."

Of the 45 states which have state boards of education there are no two exactly alike in structure and organization. However, regardless of the wide differences in practices, there are common elements which should be considered in the development of a state board for Illinois.

How Should It Be Organized?

Membership. The state board of education should be composed entirely of lay citizens. This policy is strongly in keeping with the basic principle that education is the concern of all the people and not merely that of a single interest group. In some states ex-officio members serve on state boards—a "relic" of the early days when the principal duty was the supervision of state school lands and funds. The major interests of elected officials are generally in other fields of specialization and to such officials education may be a secondary issue. There are grave dangers that some may be inclined to serve immediate political interests rather than the needs of the schools. Likewise, it is undesirable that the board be composed of professional educators. Regardless of the technical qualifications of such members, they do represent a special interest group—thus violating the principle of general control by the people.

Method of selection. Shall the board be elected by popular referendum or selected by appointment? Herein lies one of the major problems that must be resolved in the creation of a state board of education.

The weight of current practice would favor appointment by the governor. Those who favor this plan argue that many qualified people would not be willing to be subjected to the rigors of a campaign for a position that entails service without compensation. It must be admitted, however, that the appointment of members to a state board of education violates the principle that direct control of the functions of education by the people is desirable at the state level as well as at the local level.

Number and length of term of members. It is believed that a nine-member state board would be sufficiently large to give proper representation and at the same time would not become unwieldy. The length of term of the members of the state board of education should be about six years.

It is highly desirable that provision be made in the appointment to provide continuity of policy through overlapping of individual terms of office. With nine members on the board, the six-year terms could be arranged so that three members could complete their terms every two years. This plan would guarantee a body of experienced members on the board at all times. Reappointment or re-election of a member should be permitted.

Area of service. The scope of service of a new state board of education should be confined to the public common schools (kindergarten through the junior college). In the beginning, the board's assignment should be somewhat limited in order to insure success during the initial stages of its existence. Its major function would be to implement the educational provisions as defined by the constitution and the laws of the state of Illinois. The functions should also include policy forming, and planning and evaluation of the school program through comprehensive and continuous study and research. The results of such study would become the basis for the recommendation of policies and procedures in respect to legislative needs.

[1] *State Board of Education*, Research Department, Illinois Education Association, Springfield, Ill.

[2] *Our System of Education*, National Council of Chief State School Officers, 1201 16th Street NW, Washington 6, D.C.

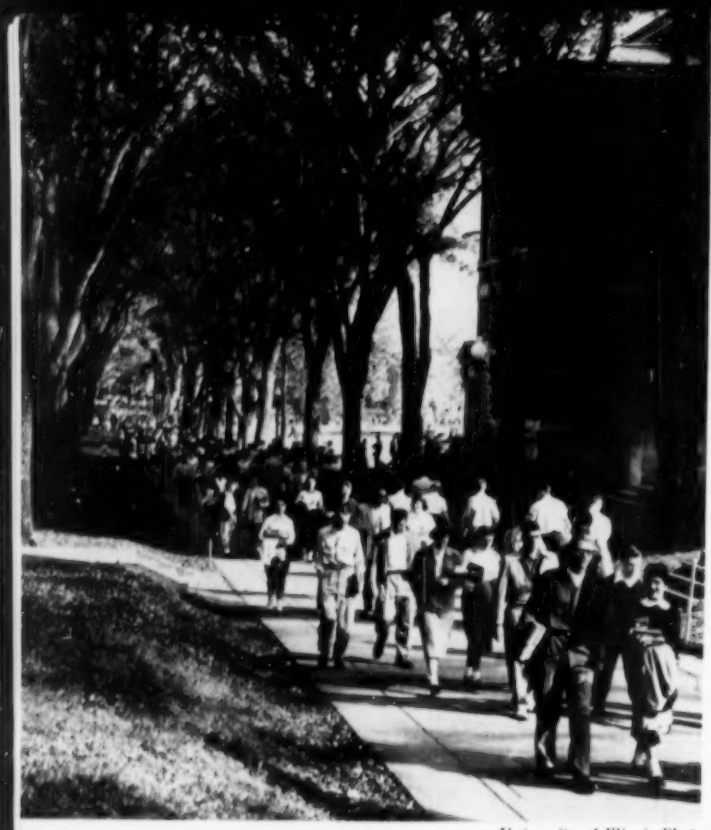
State Colleges Foresee Ever-Increasing Enrollments

A projected look at the actual and probable college enrollments in Illinois through the year 1972, prepared by the Joint Council of Higher Education of the State-Supported Schools of Illinois, would indicate that these state-supported colleges can expect an ever-increasing number of students for the next 18 years. If they are to provide an *adequate* education for these thousands of additional students, more public money, both for operations and for new buildings, will have to be expended.

Consideration is given to such factors as increasing birth rates since 1933, greater proportions of youth attending colleges and universities, and the increasing proportion of the total load of enrollments which the state-supported institutions will probably be asked to carry.

The conclusions indicate that in order for the Illinois General Assembly to provide for these added numbers of students, additional funds will need to be provided for additional staff, equipment and supplies, and college buildings. This would involve larger appropriations both for operating expenses and for capital improvements.

The bulletin, *College Enrollments in Illinois*, is available from the public relations offices of the state-supported schools: University of Illinois, Eastern Illinois State College, Illinois State Normal University, Northern Illinois State Teachers College, Southern Illinois University, or Western Illinois State College.



—University of Illinois Photo

EVER-INCREASING NUMBERS of students crowd the UI Broadwalk.

University of Illinois Requests $91,730,000

Buildings and salary increases are listed as urgent needs. Student fees are raised slightly.

By ARTHUR R. WILDHAGEN

Public Information Office
University of Illinois

A REQUEST for $91,730,000 for operations in the next two years has been presented by the University of Illinois to the Illinois Budgetary Commission. The proposal covers teaching, research, agricultural and home economics extension activities, and special services of all kinds. This is an increase of $18,752,542 over the present (1953-55) biennium.

Of the increase, $1,579,191 is anticipated to come from the University's own revenues, expected to reach $9,830,000. An estimated $1,130,000 of this increase should come from a change in student fees which has been passed by University board of trustees.

Want Chicago Site

The University also is requesting $37,185,000 for new buildings. This includes $6,750,000 for acquisition of a permanent site for the Chicago Undergraduate Division, now located on Navy Pier, and engineering studies of site development.

The fee increase is $15 a semester, making tuition $65 a semester for Illinois residents and $175 for nonresidents. Illinois has been charging low fees, rating 39th in a list of 55 land grant colleges and state universities. With other charges, fees now will total $90 a semester for residents and $200 for nonresidents.

The two-year University budget request allows more than $2,000,000 for anticipated enrollment increases, a trend already felt. Enrollment now exceeds 22,000, up 10 percent over two years ago, and is expected to top 24,000 by 1956. One and one-half million dollars are necessary to meet increased costs in maintaining the present level of operations.

$10,000,000 for Salary Increases

Marked for salary increases, long-deferred and averaging 10 percent, is some $10,000,000. To strengthen and develop the University's educational program, $3,000,000 is asked. More than $1,000,000 will be needed to put into use several floors of the recently completed University Research Hospital addition in Chicago, and the law, veterinary clinic, and home economics buildings under construction at Urbana-Champaign.

Regarding salaries, the trustees in passing the budget request pointed out that "In the face of a substantial rise in per capita real income in the United States, the real income of the average University of Illinois faculty member has declined. If this problem is not corrected it may have dire consequences on the quality of educational services which the University can provide the people of the state."

New buildings proposed at Urbana-Champaign are first units of a biology and an architecture building, a band building, and a library addition. Funds are asked toward a residence hall for 500 coeds and a residence hall for 312 men. For these, state funds would be supplemented with private loans repaid from residence hall income. Requests for downstate buildings and improvements total $16,485,000.

At Chicago, for the completion of the East Dentistry-Medicine-Pharmacy Building at the University's Medical Center, remodeling of the old hospital and D-M-P building, an animal hospital, drug and horticultural experiment field station, and other improvements, $13,950,000 is listed.

The trustees proposed a biennial budget of $3,883,400 for the statewide Division of Services for Crippled Children, operating from Springfield, and a budget of $112,252 for the Institution for Tuberculosis Research, located in Chicago. Both are operated by the University.

Helping an entire area raise itself by its bootstraps,

Southern Needs More Of Everything

By ED HAHESY

Information Service, Southern Illinois University

SOUTHERN Illinois University's program in education, research, and area service reaches its most critical stage this year as legislators consider appropriations.

Officials of the state's fastest-growing institution of higher learning say the school's record $16,500,000 request for operating expenses during the next two years is "crucial." Failure of the General Assembly to meet this financial need would force major cutbacks at the moment when the Southern Illinois area is beginning to enjoy the fruits of better educational opportunities.

"This appropriation is not just the amount we would like to have," said SIU Pres. D. W. Morris. "It is essential if we are to hold on to the gains made in recent years."

Morris was referring to a 52 percent increase in enrollment in the past two years, more training in professions and trades skills sorely needed in Southern Illinois, and broader programs aimed at upgrading social and economic conditions of the area.

On Economy Measures

Insufficient appropriations from the last legislature forced the school to impose economy measures that are having serious results. Qualified faculty members who have been without pay raises for two years are accepting better job opportunities elsewhere. Those who remain have been burdened with almost 50 percent more work than they had in 1953. Students in ridiculously overcrowded classrooms and in cramped living, study, and recreation quarters are seriously handicapped.

To solidify and maintain gains already made and to cope with anticipated enrollment increases in 1955 and 1956 would require an appropriation of nearly $36,000,000 for capital improvements in addition to the request for operating expenses, according to the asking budget approved by the SIU board of trustees.

A quick look at Southern Illinois' recent history and a tour of the campus lend real support to President Morris' statement concerning needs.

In the past few years, Southern Illinoisans have made considerable progress toward realizing how economically and culturally productive the area can become. Because of the intensive efforts of SIU, Southern Illinois, Inc., chambers of commerce, and other institutions, the people are finally being convinced they can "make something of themselves." New industries have been attracted to the area, labor groups have banded together to pledge cooperation with employers, and newspapers and magazines which have recognized the "new look" in Southern Illinois are creating nationwide good will.

More Go to College

As part of these heartening developments, people of all ages have turned more and more to the university for help in fitting them for roles in a growing concern—the Southern Illinois community. Continued progress in this direction may mean that the area's percentage of 7.6 adults who attend college may eventually come up to Northern Illinois' 13.7 percent.

A New Interest in Education

By day or night, the SIU campus and the whole area reflects this new interest in education for better opportunities. A record 4619 students were in residence for the fall term; classrooms remain occupied until late in the evening and on Saturday. Meanwhile, teachers of extension courses and instructors in trades and business skills are leaving Carbondale nightly for classes in dozens of communities of the region.

Because of the budget squeeze of the current biennium, however, the number of extension courses already has been reduced. High-school graduates seeking admittance to trades courses in the Vocational-Technical Institute have had to be turned away when classes were more than filled. Urgent demands for other types of VTI programs have been turned down because Southern cannot afford the instructors and equipment.

The budget squeeze is more apparent on campus, however. Several of the new buildings the school was able to afford in recent years have been pressed into use before they

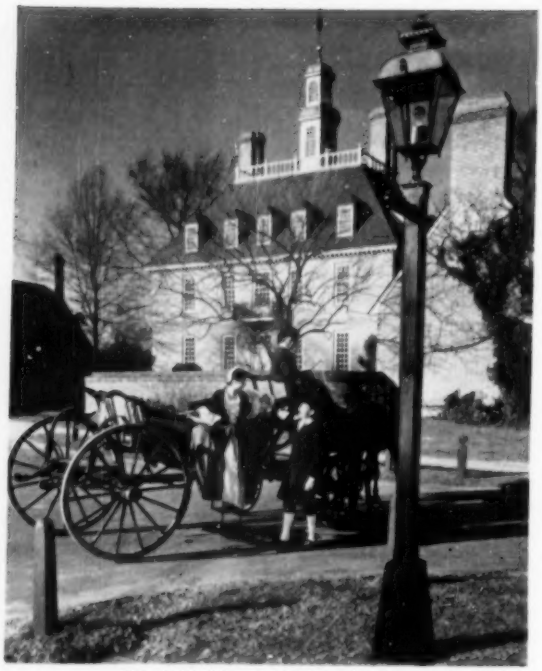
(Continued on page 271)

—SIU Newsphoto

CROWDED FACULTY OFFICE at Southern Illinois University.

For Traveling Teachers

IEA, NEA, and WISC offer variety of summer tours.



—*Colonial Williamsburg Photo by Thomas L. Williams*

COLONIAL WILLIAMSBURG is on the itinerary of the American Rededication Tour. Other tours go to the West, and to Florida and Cuba.

A historic visit to the eastern states to relive scenes of early America, an adventurous trip through the ghost towns and vast prairies of the West, and a romantic tour to Miami and Cuba are all available to teachers who want to travel this summer and earn college credit enroute. These three tours are being jointly sponsored by the Illinois Education Association, Western Illinois State College, and the division of travel service of the National Education Association.

American Rededication

The American Rededication Tour will begin in Chicago July 9 and is due to arrive back in Chicago Aug. 2. The price is $298, which includes all transportation, hotels, tips for one bag in and out of hotels, program and reception costs, $5000 accident insurance, and six meals. Other meals and tips, porter charges for more than one bag, or tips for personal services are not included in the tour price.

The bus tour will include visits to Monticello, the home of Thomas Jefferson; Ash Lawn, the home of James Monroe; restored Williamsburg; Jamestown; Yorktown, where Cornwallis surrendered to Washington; Mt. Vernon; Washington, D.C., with a briefing on foreign policy at the Department of State and a visit to one of the embassies; Arlington Cemetery and the Tomb of the Unknown Soldier; Philadelphia, with trips to Independence Hall, Christ Church, and Valley Forge.

On to New York, the group will visit the United Nations, the Stock Exchange, Statue of Liberty, and Chinatown; Tarrytown and the home of Washington Irving; F. D. Roosevelt's home at Hyde Park; the Vanderbilt Mansion; Plymouth; Boston, with visits to the Paul Revere House, Old North Church, and the Commons; Concord, Lexington, and Salem; Albany; Niagara Falls; Detroit, with a visit to one of the automobile plants; and back to Chicago's Morrison Hotel.

Story of the West

The Story of the West Tour will have an orientation meeting at the IEA headquarters building in Springfield July 19. The tour price is $388, which includes items named in the Rededication Tour, with the exception that there will be eight "tour meals." The tour will arrive back in Springfield Aug. 21.

The tour will go by bus through Missouri, following the Pony Express trail westward, across the Great Plains to Denver. The Garden of the Gods, Pike's Peak, and the Cave of the Winds are some of the points of interest around Colorado Springs. The trip will include Taos and Santa Fe, with visits to cliff dwellings, Indian missions, and the Cathedral of St. Francis of Assisi; Flagstaff in northern Arizona, with stops at the Painted Desert and Petrified Forest; Grand Canyon; Las Vegas; Hoover Dam; Los Angeles, Hollywood, Golden Gate Bridge, San Francisco, and Fisherman's Wharf; Salt Lake City, the copper mines, and the Mormon Temple; Grand Tetons and Yellowstone National Park; and Cheyenne.

Details of the Florida-Cuba Tour were given in the February issue of ILLINOIS EDUCATION. The tour will leave Macomb and Springfield June 20 and return July 13. The price is $322. Four meals are included in the tour cost in addition to the items mentioned in the other tours.

Further information about the IEA-WISC-NEA tours may be obtained from IEA headquarters, 100 East Edwards Street, Springfield; from Alvin B. Roberts, Western Illinois State College, Macomb; or from the Division of Travel Service, NEA, 1201 16th Street NW, Washington 6, D. C.

Western offers five hours of graduate or undergraduate credit for the tours, with payment of an additional fee. All persons in the field of education, both active and retired, who are members of their state association and the NEA are eligible to become tour members.

Other Tours

In addition to the jointly sponsored tours, Western is also sponsoring six other tours during the two summer sessions.

During the first term, tours will include a 56-day 'Round-the-World Tour and two tours to Europe. During the second term, teachers may travel 'Round South America, to Mexico, or to Alaska. These tours may be taken with or without college credit. Dates and estimated prices were given in the WISC advertisement on page 245 of the February ILLINOIS EDUCATION. The Alaska tour will be by air rather than by rail and ship as was indicated in the ad, and will cost $709.

Additional information about the tours may be obtained from A. B. Roberts, Western Illinois State College.

The Division of Travel Service of the NEA is offering a number of tours to NEA members. They include tours to Alaska, Hawaii, Mexico, South America, and Europe and the Near East. Several colleges and universities are cooperating with the NEA in offering college credit for certain of these tours. For further information on any or all of the tours, write to Division of Travel Service, NEA, 1201 16th Street NW, Washington 6, D. C.

WHAT IS AMERICA? Once, perhaps a Bryce, a Taine, a Tocqueville could answer. No daily cables, no films, no wireless, and few tourists could disturb or dispute the image of America their books built in the minds of men.

But not today. Rare now is the Asian or African who has not seen an American salesman or soldier, technician or tourist. Rare is the child in Europe or Latin America who has not read an American comic or seen a Hollywood film. Rare is the farmer, however remote his paddy field or pampa, who has not glimpsed aloft an American plane.

Today, the task of explaining America rests with each American. Today, what others understand about America depends, in large part, on what each American understands about his heritage and himself. About the never-ending urge toward abundance for all . . . toward broader opportunity for each individual to develop his capacities to the fullest . . . toward a culture enriched by ceaseless self-criticism . . . toward higher and higher social goals, over strange thresholds. About America, ever young, ever bold, ever curious, ever eager for betterment and change.

Much that I had never known about my heritage . . . much that I had taken for granted about myself . . . I learned at the American Round Table. For the first time I saw myself as a product of America's ideals, beliefs, and dynamics: As never before, I sensed my responsibility . . . to act, at home and abroad, in ways that did credit to those dynamics, ideals, and beliefs.

America may indeed be hard to get inside a book. But America is inside all Americans. May each discover that part of himself that is America. May each pass on the best of it to his daughters and sons. May each, in all he thinks and says and does, carry America's true meaning to the Tuscan farmer, the Greek child, the man outside the Mosque.

—ARTHUR GOODFRIEND

—*Photo courtesy Life Magazine*

WHAT IS AMERICA?

The material on this page is from the recently published book, *What Is America?* based on a series of round-table discussions by distinguished Americans which were sponsored by the Advertising Council, Inc., "to develop a restatement in modern terms of the ideals, beliefs, and dynamics of the American society." This picture book about America by Arthur Goodfriend is a visual interpretation of these discussions. The book comes in paperback and clothbound editions, retailing respectively at $1.50 and $3.50. The publisher will offer special discounts for quantity orders for educational purposes. To secure specific discount information write to Robert Rieman, Sales Manager, Simon and Schuster, 630 Fifth Avenue, New York 20, stating quantity desired and your proposed distribution.

If the outside world could be made aware of the inner commitments by which we are guided, it would understand our motivations better and be less prone to accept the distortions and falsehoods that arise from our dealings with other peoples.

—*Frank Tannenbaum*

MATH LAB

(Continued from page 263)

and figures to help develop number concepts.

The Elmwood Park teacher feels that this type of drill is in keeping with his philosophy that students learn best what they enjoy. Buzz board drill can be used with those students who need it, and will be more effective because it is not monotonous memorization.

"When I was an elementary-school pupil," Mr. Mariani said, "it was drill, drill, drill all day. We monotonously memorized and recited multiplication tables and poems and did other distasteful mental chores simply because they were good 'mental discipline.' Our little minds were regarded as muscles that needed exercising to grow and get tough.

Mind Is Not a Muscle

"The human mind is not a muscle," he reasoned. "It has 7,000,000 brain cells. It is an organ that records and makes whole the experiences we undergo. We learn best from real-life experiences, and we learn best what comes to us pleasantly as a personal discovery.

"Under the guidance of an expert teacher, a child will learn the three R's almost without realizing it. He will learn them, not by drill, but by using them as tools that enable him to explore the fascinating world around him. When teachers try to hammer into our heads knowledge that to us has no meaning, instead of learning the subject we learn to hate it."

Mr. Mariani's zeal for teaching is an expression of an honest enjoyment of teaching and a belief in the importance of mathematics in our daily lives.

"What is this atomic age . . . if not the age of awesome mathematics?" he has written. "The atomic bomb is our first visible sample of the overwhelming mathematics in Einstein's formula for the equivalence of matter and energy. To get the energy or force locked up in a piece of matter you simply multiply the mass by the square of the speed of light, that is all. You work out a mathematical sum in which one step consists of multiplying 186,000 miles a second by 186,000 miles a second. The consequences are Hiroshima and Nagasaki and Bikini; otherwise mathematics is a bore."

Prefers Teaching to Engineering

Mr. Mariani has chosen teaching in preference to an engineering career which would probably command a much better salary, and at which he would probably have a much better chance for advancement. Why? He explains simply, "While I was a student in college, I took my professor's place, because of his illness, and taught for one year. I liked it. After I graduated, I worked in engineering for a short time. I didn't like it."

He has taught at Lane Tech, St. Rita's, and St. Mills high schools, and at Chicago Technical College. He has taught in summer and night schools at Purdue and at Wright Junior College. He has also been a designer and consulting engineer for various firms during the summer months.

"I went from college to high-school to elementary-school teaching," Mr. Mariani said. "This – in elementary

GROWTH IN ARITHMETIC

encourages children to think it out for themselves.

This developmental program for grades 1-8 promotes inventive, resourceful thinking with numbers, builds children's confidence in their own ability to solve problems—and motivates them to increased learning through satisfaction and success.

Proven and practical, it meets individual needs—challenging the gifted, yet serving the slow learner.

THE PROGRAM

Let's Count (readiness)
Number Books 1 and 2
Textbooks for grades 3-8
Test booklets for grades 3-8
Arithmetic Grade Placement Chart
Notes for the Arithmetic Teacher
Outline for Teaching Arithmetic

THE AUTHORS

John R. Clark
Charlotte W. Junge
Harold E. Moser
Caroline Hatton Clark
Rolland R. Smith
Francis G. Lankford, Jr.

Request information material from:

World Book Company

2126 Prairie Avenue, Chicago 16

C. B. Mathers and Richard H. Hackett,
Illinois Representatives

school – is where you find out whether you're a teacher."

Superintendent Calhoun says of Mr. Mariani's zeal for teaching: "I have tried to get him to give up some of his classes in order to do more as math coordinator. But he is *interested in teaching* – you can underline that a hundred times. He just wants to do a good job of teaching."

SIU BUDGET

(Continued from page 267)

were completely finished and equipped. More than 100 temporary residences and barracks buildings are used for such purposes as classrooms, offices, and living quarters. To reach the new buildings as the campus moves westward, students must tramp through mud and ditches because money for landscaping is scarce. As many as 10 students are crowded into an 8 x 12 ft. classroom. Between classes they jam the small, temporary Student Union.

"One of the best evidences that Southern Illinois is on the march is in the fact that these young people are working for an education in the face of such discouraging conditions," someone has said.

Approval of the current request for expenses and capital improvements will better the total educational environment for present students and pave the way for "normal" development of the university, according to President Morris. Predicted in the "normal" development is an additional 1000 students in each of the next two fall quarters which would put Southern's enrollment in the neighborhood of 6500 by September, 1956.

Building needs at Southern which have been given top priority include an agriculture building (for students now working in quonset huts and a calf barn), a men's physical education building, a home economics building, a College of Education building, a commerce building, and residence halls, student health center, and new administration building. Also, some present buildings are badly in need of repair and renovation.

What the General Assembly does with Southern's budget request is going to have a great bearing on the future of the school and a considerable influence on the future of the 31 counties in the area it serves.

NEA Honor Roll

100 Percent Counties

Brown
Greene
Jersey

100 Percent School Districts

Albion (Edwards County C.U.)
Altamont (C.U.)
Alton (C.U.)
Aurora (West)
Benjamin (R.R., West Chicago)
Bloomingdale (Cons.)
Brownstown (C.U.)
Cahokia Commonfields (C.U.)
Cedarville
Center Cass (R.R., Downers Grove)
Centralia Junior College
Centralia Township High School
Chaney (P.O. Joliet)
Chestnut Park
Cloverdale (R.R. 1, Bartlett)
Colfax (C.U.)
Cowden (C.C.)
Crystal Lake (C.C.)
Crystal Lake Community High School

(Continued on page 272)

WONDERFUL NEW HORIZONS

A suggestion we hope proves interesting

Unique "Soundbook" —a vivid aid to study of songbirds

New teaching aid from Cornell University Laboratory of Ornithology has a recording of the melodies of 24 songsters most common in this country, true-life photos of each, description, memory phrases and stories.

Here's a new kind of bird book called SONGBIRDS OF AMERICA in Color, Sound and Story. It includes a high fidelity recording of 24 bird songs heard around your home and countryside (by the eminent audio engineer, Dr. P. P. Kellogg).

Also you have photos of each bird, in beautiful color, taken in its natural habitat (by the renowned bird authority, Dr. A. A. Allen).

Class listens and identifies each bird by its faithful color picture; and reads about it, where it lives, what its size and habits.

Memory phrases, amusing and phonetic, help fix the songs in the mind. For example, the Warbling Vireo sings "Iggley pigelly wiggely pig"; the White-throated Sparrow sounds as if singing, "Pure-sweet—Canada—Canada—Canada" or "Poor Sam Peabody—Peabody—Peabody." Fun to learn.

Besides the recording, pictures and descriptions, are fascinating commentaries on birds; flyways; story of usefulness to man, color magic, ways of birds; how to attract with houses, food, etc.; how to make own recordings and photos in the field. And for further study are listed 49 books, periodicals, bulletins, recordings.

For soundbook described—SONGBIRDS OF AMERICA in Color, Sound and Story produced by CORNELL UNIVERSITY, published by BOOK-RECORDS, INC. of N.Y. City, write CHICAGO NATURAL HISTORY MUSEUM, Chicago 5. State which recording you want —33⅓ or 45 R.P.M. *Complete book, $4.95, postpaid.*

How chewing tasty Wrigley's Spearmint Gum helps you relax

It's just a simple fact that chewing helps relieve tension. So it is, when you chew healthful, delicious Wrigley's Spearmint Gum, it helps you ease down and relax. Just try it tonight. See for yourself. Enjoy daily. Millions do.

NEA HONOR ROLL

(Continued from page 271)

Dundee (C.U.)
Easton (C.C.)
Elmhurst (El.)
Elwood (C.C.)
Eola
Frankfort (C.C.)
Galena
Geneva (C.U.)
Glen Ellyn (El.)
Goodrich (R.R., Downers Grove)
Hanover
Hanover Community High School
Harvard (C.U.)
Hawthorne (C.C.) (R.R. 1, Marengo)
Hillview (C.C.)
Itasca
Jamaica (Cons.)
Jerseyville (Jersey County C.U.)
Lincoln (R.R., Bensenville)
Lisle
Lockport (El.)
Lombard
Lovejoy (Brooklyn)
Marengo (Cons.)
Marion Hills-Lace (R.R., Hinsdale)
Marquardt (R.R. 1, Lombard)
Mokena
Mt. Vernon (El.)
Naperville (El.)
New Lenox (El.)
Noble (West Richland C.U.)
Patoka (C.U.)
Patterson (C.C.)
Pearl City (C.U.)
Plano (C.C.)
Richmond (C.C.)
Richmond Community High School
Rockdale (P.O. Joliet)
Rockton, Hononegah Community High School
Roscoe (Kinnikinnick Cons.)
Scales Mound (El.)
Sidell (C.C.)
Sycamore (C.U.)
Taft (P.O. Lockport)
Thomson (C.C.)
Trenton (El.)
Vandalia (C.U.)
West Chicago
West Chicago Community High School
Westmont
Wood Dale
Wood River (El.)
Woodstock (Rural C.C.)
Yorkville (C.C.)
Yorkville Community High School

100 Percent Schools

Belvidere, Caledonia School
Belvidere, Lincoln School
Belvidere, Logan School
Belvidere, Washington School
Canton, Ingersoll School
Canton, Kellogg School
Centralia, Central School
Centralia, Field School
Centralia, Lincoln School
Centralia, Washington School
Downers Grove, Highland School
Downers Grove, Hillcrest School
East St. Louis, Attucks School
East St. Louis, Bluff View School
East St. Louis, Clark Jr. High School
East St. Louis, Dunbar School
East St. Louis, Edgemont School
East St. Louis, Hawthorne School
East St. Louis, Johnson School
East St. Louis, Manners School
East St. Louis, Robinson School
East St. Louis, Slade School
East St. Louis, Washington School
East St. Louis, Wilson School
Edwardsville, Attendance Centers
Elgin, Bartlett School
Elgin, Coleman School
Elgin, Columbia School
Elgin, Franklin School
Elgin, Gifford School
Elgin, Garfield School
Elgin, Grant School
Elgin, Huff School
Elgin, Illinois Park School
Elgin, Lowrie School
Elgin, Pioneer School
Elgin, Spaulding School
Freeport, Center Street School
Freeport, First Ward School
Freeport, Henney School
Freeport, Taylor Park School
Freeport, Union School
Granite City, Logan School
Granite City, Marshall School
Granite City, Mitchell School
Joliet, Forest Park School
Joliet, Longfellow School
Joliet, Rehn School
Joliet, Taft School
Kaneville, Elburn School (P.O. Elburn)
Kaneville, Sugar Grove School
Kansas High School
Kinmundy, Alma School
Lakeview, Brush College No. 1 School (Brush College Road, Decatur)
Lakeview, Brush College No. 2 School

MEMO TO TEACHERS:

General's Staput-Movable Means Maximum Comfort in Minimum Space

Bargen-designed classroom furniture by General is America's finest in design and construction. Patented Bodytone seats encourage upright posture, discourage slouching, reduce fatigue. Exclusive palette-shaped desk tops keep students' arms properly supported to permit writing without bending forward. Desk and seat height may be quickly adjusted to fit children of any size. Look to General for the best in school desks, chairs and tables . . . . Bargen-designed to make the work of pupils and teachers easier and less tiring. Get the facts . . . you'll see why leading educators specify General school equipment.

"We're all sold on General school desks!"

STUDENT: "My General desk helps me sit up straight and write better. My back doesn't get tired any more either."

PRINCIPAL: "Our General desks take 30% less floor space than others we looked at. In our crowded school, that's important."

TEACHER: "I arrange the General desks in my classroom to suit different situations. My General teacher's desk is ideal."

JANITOR: "General desks cut sweeping time in half. Now I have time for other maintenance jobs around the school."

SEE GENERAL SCHOOL FURNITURE AT:

William James Bargen
Waukegan, Illinois;

Chicago Seating Co.,
Chicago, Illinois

General

Featuring the designs of William James Bargen

SCHOOL EQUIPMENT COMPANY

869 Hersey Street, St. Paul 14, Minnesota

Here's an Idea . . .

Teacher-Prospectors Stake Out Claims Of Professional Treasure at IACT Regional Party

Teacher-prospectors took picks in hand and dug up nuggets of professional treasure at a Prospectors Party sponsored by the Northern Region of the Illinois Association of Classroom Teachers last fall. Guests of honor included all first-year teachers of DuPage County.

Invitations from IACT Director Audra May Pence went to all schools in the region, and read:

Grab your pick and come a-runnin'
There's gold in them thar hills!
All prospectors fond of funnin'
Come along and share the thrills!

Prospectors were told "This party is for fun and sharing our treasures with you. Don't miss your share of the nuggets. Present your claim!" Points for "staking a claim" were given for: each local association president, 500 points; first-year teacher, 500; second-year teacher, 500; experienced teacher who brought a new teacher, 500; NEA member, 300; IEA member, 300; new NEA life member, 1000; member of local affiliated with IACT, 100; and member of local newly affiliated with IACT (1954-55), 1000.

Prospectors a-plenty responded, and found that such old settlers as Clementine, Sutter, and Kit Carson had already arrived and staked out their claims—right in the middle of the refreshment table! Piles of dirt testified to the recent excavations which had been made, and at the end of the evening modern "diggers," too, found their treasure. Kenton Stephens of Glen Ellyn, Elizabeth Ahlf of Elmhurst, and Lore Vogelbacher of Elmhurst "dug in" and uncovered such treasure as tickets to the classroom teachers luncheon at Hotel Sherman during the IEA Annual Meeting, tickets to the IEA annual banquet, and tickets to the classroom teachers banquet during the NEA convention in Chicago.

Clever rhymes took the group to seven meeting places—where they got acquainted and exchanged ideas. Special guests were Helen Ryan, NEA director and IEA staff member, and Mary LeMay of Ottawa, past-president of IACT and candidate for director of the North Central Region of the NEA Department of Classroom Teachers. Miss Pence, Miss Ryan, and Miss LeMay told of the many advantages of NEA, IEA, and IACT affiliations. Each new teacher was informed that in her name a $1 donation had been made to the NEA building fund.

After tackling the chuck wagon, the prospectors left for home. Any others goin' prospectin'?

(Brush College Road, Decatur)
Lakeview, Eldorado School (R.R. 7, Decatur)
Lakeview, Excelsior South School (R.R. 7, Decatur)
Lena-Winslow, Winslow High School
Lena-Winslow, Winslow School
Marion, Douglas School
Marion Jr. High School
Marion, Lincoln School
Marion, Logan School
Marion, McKinley School
Marion, Pittsburg School (P.O. Pittsburg)
Marion, Spillertown School
Marion, Washington School
McHenry, Edgebrook School
McHenry Jr. High School
New Baden, Washington School
Pekin, Douglas School
Pekin, Jefferson School
Pekin, Lincoln School
Pekin, Roosevelt School
Pekin, Washington Jr. High School
Pekin, Wilson School
Roanoke, Benson School (P.O. Benson)
Sidell High School
Troy, Marine School (P.O. Marine)
Troy, St. Jacob High School (P.O. St. Jacob)
Villa Park, Franklin School
Warren, Apple River School (P.O. Apple River)
Warren, Nora School (P.O. Nora)
Warren, Warren School
Warrensburg, Austin School (P.O. Kenney)
Warrensburg, Boiling Springs School (R.R. 3, Decatur)
Warrensburg, Sunnyside School (R.R. 3, Decatur)
Warrensburg, Warrensburg School
Washington, Washington School
Williamsville, Sherman School

A Bell and Howell photo

Evaluated and Recommended for

ELEMENTARY and HIGH SCHOOL SOCIAL STUDIES

We lent this film for a period to the Bureau of Visual Education of a leading American university. There it was evaluated by a panel selected by the Director composed of instructors in the relevant subject field, public school teachers and persons engaged in adult education. The following description is based on their evaluation and comments.

"TOMORROW IS THEIRS" is a film made in Malaya to show how the young people of the many races which make up the population of Mayala have become Boy Scouts, Girl Guides, members of club organizations, etc., and engage in the same kind of leisure activities as western boys and girls. The evaluators have said that a film of this type has a very definite place in the social studies of U.S. elementary and high schools to illustrate the growing similarities of interests and activities of young people throughout the world. In their opinion, it is very adaptable for a study of people of other lands and they point out that it emphasizes the fact that western ideas are being readily adopted in eastern lands. The film is also considered to be particularly suitable for adult groups interested in international relations.

The film includes many scenes of training schools and various types of clubs where are developed the attitudes that will make the young people of Malaya good citizens aware of their responsibilities. Carefully trained for life, it is they who will not only provide Malaya with her best defense against Communism but also make her great and prosperous.

"TOMORROW IS THEIRS"
2 Reels — 16 Minutes
Rent $2.50 — Sale $55.00

BRITISH INFORMATION SERVICES 30 Rockefeller Plaza New York 20, N. Y.

—Photo by Mercury Studios

100 PERCENT PAYMENTS of distributive fund claims to school districts for January, 1955, were presented by State Auditor Orville E. Hodge, center, to several school superintendents in the auditor's office Feb. 3. Superintendent of Public Instruction Vernon L. Nickell, left, approves as payments are accepted by Pauline Meyer, Menard County superintendent; L. W. Hinton, Sangamon County superintendent, second from right; and Ralph Arends, McLean County superintendent, right. The 100 percent payments, for Jan. 1 to June 30, 1955, were made possible as a result of a deficiency appropriation of $4,428,865, approved by the governor Jan. 26. The same bill contained a deficiency appropriation of $1,800,000 to pay transportation claims in full for the school year 1953-54.

Outstanding Rural Teacher of Illinois Will Be Chosen by Prairie Farmer-WLS

Outstanding Illinois elementary teachers in rural districts are eligible for nomination as Rural Teacher of the Year, an award sponsored by *Prairie Farmer*-WLS in cooperation with the National Education Association.

State award winners will receive a plaque and an all-expense trip to the NEA convention in Chicago July 3 to 8. Awards will be made in Wisconsin, Indiana, and Michigan as well as in Illinois.

Nominations from each state will first be considered by a state screening committee. Members of the Illinois committee are Luther Black, secretary of the State Teachers Certification Board; Irving Pearson, IEA executive secretary; Robert Cole, executive secretary of the Illinois Association of School Boards; Mrs. Sybil Knott, rural service chairman of the Illinois Congress of Parents and Teachers; and Mildred Toomey, president of the Illinois Association of Classroom Teachers.

Final selection of state winners will be made by a board of judges appointed by *Prairie Farmer*-WLS in cooperation with the committee on the recruitment and professional preparation of rural teachers of the NEA Department of Rural Education.

Nominations must be made by a group or organiaztion – such as the PTA, community club, farmers organization, fellow teachers, alumni, pupils, or local committee. The teacher may be either a man or a woman, in a rural school situated in the open country or in a center of less than 2500 population. The teacher must be teaching one or more elementary grades; high-school or college teachers are not eligible.

The nominee should have been in the community long enough to have become effective in both school and community affairs. It is desirable that the nominee shall have shown excellence in teaching pupils about the virtues and responsibilities of rural life, and have shown an interest in agriculture and rural affairs.

Nominations must be mailed not later than midnight, April 30, to *Prairie Farmer*-WLS, 1230 Washington Boulevard, Chicago 7. Announcement of winners will be made in the June 16 issue of *Prairie Farmer* and over radio station WLS on June 13.

It is suggested that supporting information be included with the nomination entry, telling 1) evidence of participation in professional and community groups; 2) letters or statements from superiors, fellow teachers, community organiaztions, former or present pupils, etc.; and 3) utilization of outside educational sources such as radio, audio-visual aids, libraries, field trips, etc.

McDaniel Will Speak At EISC Guidance Conference

Dr. H. B. McDaniel, considered a leading educator on the west coast in the field of guidance and personnel work, has been secured as the principal speaker at the second annual guidance conference at Eastern Illinois State College. The conference will be held in the afternoon and evening of Thursday, Mar. 17.

Dr. McDaniel is in charge of guidance at Leland Stanford University. He was formerly director of vocational education for the state of California. Prior to that he was director of guidance for the San Diego public schools. He headed the personnel survey at the time of the Goslin investigation in the Pasadena schools.

The Eastern guidance conference will also feature two panels of experts from industry and education.

All public school teachers, administrators, and guidance personnel are invited to attend the conference. Reservations for the dinner meeting Friday evening should be sent to Dr. William H. Zeigel or Dr. R. D. Anfinson, co-chairmen.

Buford to Address Banquet At Regional CT Conference

Supt. J. Lester Buford of Mt. Vernon, first vice-president of the NEA and candidate for president of that association, will be the speaker at the concluding banquet of the North Central Regional Conference of the NEA Department of Classroom Teachers. The conference, to be held Mar. 24 to 26 at the Deshler-Hilton Hotel in Columbus, Ohio, is being planned by Miss Lillian Comar of Hillsdale, Mich., the North Central Regional director.

The conference theme will be "Faith in Education — Horizons Unlimited." The opening general session will be at 8 p.m. Thursday, Mar. 24, with Dr. Tennison Guyer of Findlay, Ohio, as speaker. Those who arrive Thursday morning will have an opportunity to visit schools in Columbus or to attend the opening session of the Ohio Instructional Conference sponsored by the Ohio Education Association.

Miss Lucille Carroll, department president, will address the conference on Friday morning. Executive Secretary Hilda Machling will be the speaker at the Saturday morning session. The third general session is scheduled for 7:30 p.m. Friday, with an address on air-age education and a report of the NEA building fund.

Three sessions of group meetings will provide discussion on such varied topics as: federal education legislation, school athletics, classroom management, social security and retirement, role of the teacher in meeting the problems of juvenile delinquency, strengthening local association programs, creating and improving professional attitudes, community-teacher relationships in our society, channels of communication with the professional organizations, legislative techniques on the local level, democratic participation in forming local school policies, and air-age education.

Miss Mary LeMay of Ottawa is a candidate for director of the North Central Region of the department.

—University of Illinois Newsphoto

REMINISCING about the first correspondence course offered by the University of Illinois is Sherman H. Littler of Champaign, right, who was the first student to enroll 21 years ago in what was then a new service of the University. Mr. Littler got an "A" in his correspondence course in accountancy. Dean Robert B. Browne of the division of extension service, left, recalls that since that time more than 26,000 persons have enrolled in mail courses. Prof. Neil F. Garvey, center, is director of correspondence courses.

Barton Named Supervisor of Conservation Education; Organizes Three-Weeks Teachers Course for Credit

Dr. Byron K. Barton, head of the geography department at Eastern Illinois State College, left Charleston Feb. 1 for a new position as supervisor of conservation education for the state of Illinois. He is being granted a leave of absence from Eastern to extend through August of 1956, subject to official Teachers College Board approval.

Dr. Barton's first concern in the newly established position will be organization of a conservation school to begin operation in June at the state fairgrounds in Springfield. The school is a joint venture of the state colleges, Joliet Junior College, and the University of Illinois, with a composite staff of eight drawn from the faculties of these institutions. He is also expected to develop a conservation education program for the public schools of the state.

NEW SUPERVISOR of conservation education, Dr. Byron Barton has announced a three-weeks teachers course for credit, to be held at the State Fair Grounds in Springfield June 13 to July 1. Elementary and secondary teachers and administrators may enroll.

The new office of supervisor of conservation education has been established through the joint efforts of the Department of Conservation, the Department of Agriculture, and the Office of the Superintendent of Public Instruction.

Present plans are to operate the conservation school in Springfield primarily for teachers, who may register at any one of the cooperating institutions, attend school in Springfield, and receive credit from the college at which they register.

The course will be of three weeks' duration. Facilities will be adequate for 200 students.

A field area of 40 acres has already been developed on the fairgrounds, which the school will use. It is devoted to wildlife propagation and experiments in good agricultural practice.

Dr. Albert Brown, an assistant professor in the Eastern geography department, will serve as acting head of the department during Dr. Barton's absence. Dr. Brown will also direct the next two Prairie State field trips, conducted in August of each year by the college. Richard Lewis Lawton of Garden City, N. Y., has been appointed assistant professor of geography and will take over Dr. Barton's teaching duties.

Pre-enrollment blanks may be obtained from county superintendents or principals, or from Dr. Barton, Room 407, Centennial Building, Springfield. Cost will include the registration fee of the college or university in which the teacher enrolls, plus $62 for meals, lodging, insurance, and field trips.

HS Science Teachers Eligible for NSF Grants

The National Science Foundation this summer will provide 30 grants of $250 each and a limited number of fee-exemption certificates amounting to $66 each to high-school teachers of chemistry, physics, and general science. The grants and certificates are for enrollment in the Institute for High-School Science Teachers to be held at Pennsylvania State University July 5 to Aug. 13.

Detailed information and application forms are available from the Director of Summer Sessions, Pennsylvania State University, State College, Pa.

Dr. Lally to Judge Photos

Dr. Ann M. Lally, director of art for the Chicago public schools, has been named as one of the judges for the National High-School Photographic Awards contest. Dr. Lally is also a lecturer at DePaul University, vice-president of the Western Arts Association, president of the Illinois Art Education Association, and advisory editor for *Junior Arts and Activities*.

Students have until Mar. 31 to get entries to the awards office, 343 State Street, Rochester 4, N. Y.

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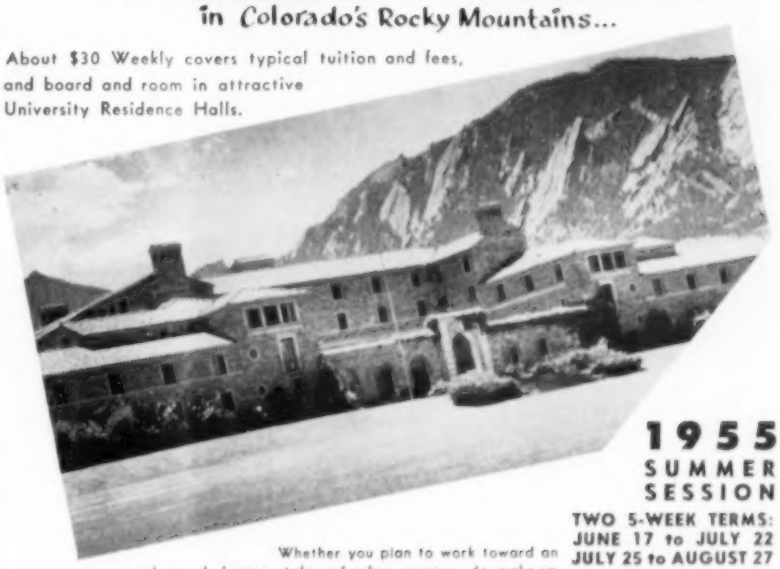

1955 SUMMER SESSION

TWO 5-WEEK TERMS: JUNE 17 to JULY 22 JULY 25 to AUGUST 27

Whether you plan to work toward an advanced degree, take refresher courses, do make-up work, or accelerate your course of study, the University of Colorado is a logical choice because of its excellent facilities and ideal climate.

In addition to regular courses, an extensive program of workshops, conferences, and institutes is offered in school administration and other areas of education, and in creative writing, mathematics, speech, languages, and other fields. Many cultural opportunities, including exhibitions, concerts, and public lectures, are provided by the University's summer-long Creative Arts Festival.

The University's own Recreation Department has a program especially planned to give students opportunity to enjoy this scenic Rocky Mountain region. Located in view of snow-capped peaks and within walking distance of mountain streams and trails, the University of Colorado offers an unusual combination of educational and recreational advantages. Boulder's climate is unsurpassed with bright days and cool nights.

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50-Member Committee Named to Study Educational Problems

Gov. William G. Stratton has announced the appointment of a 50-member Illinois planning committee to conduct a study of educational problems in the state and compile a report to be submitted to a national White House Conference on Education, which will be held Nov. 28 to Dec. 1. Vernon L. Heath of Robinson was named chairman of the group.

Previously named by Governor Stratton as state vice-chairmen of the Illinois Conference on Education were Vernon L. Nickell, state superintendent of public instruction, and Dr. B. L. Dodds, dean of the College of Education, University of Illinois. Governor Stratton is state chairman of the conference.

The planning committee will compile reports on various phases of education, including building needs, teacher shortage, financing, and others. The committee itself will decide whether to obtain data by holding regional conferences or by going into various individual communities for conferences.

President Eisenhower asked the various states to participate in the study of educational problems. The national conference will assimilate the recommendations of the states. Illinois' quota for the national meeting will be 73 persons. State quotas, making up 70 percent of the participants, are based on population. The other 30 percent of the participants will include representatives of cooperating organizations, members of Congress with legislative responsibilities for education, foreign observers, and others selected by the committee.

Besides Mr. Heath, those named to the Illinois planning committee are:

Executive Secretary Irving F. Pearson, representing the Illinois Education Association; John Cox, Chicago, Illinois Agricultural Association; Mrs. James Mason, Chicago Citizens Schools Committee; Paul A. Wagner, Evanston, Adult Education Council; Miss Margaret Hausen, Springfield, Delta Kappa Gamma; Mrs. Velma Crain, Springfield, Illinois Taxpayers Federation; Mrs. John T. Even, Aurora, American Association of University Women; Dr. Benjamin C. Willis, general superintendent of Chicago schools; Robert Cole, Springfield, Illinois Association of School Boards; Rep. Charles W. Clabaugh, Champaign, School Problems Commission; Sen. David Davis, Bloomington, School Problems Commission.

Many Groups Represented

Mrs. Melvin C. Lockard, Cobden, Illinois Congress of Parents and Teachers; W. A. Bozarth, Tuscola, county superintendent of schools; Miss Maude E. Martin, Joliet, Illinois Association of Business and Professional Women; Mrs. T. E. Schultz, Kankakee, Illinois Federation of Women's Clubs; Robert W. LeForge, Mt. Prospect, Junior Chamber of Commerce; E. R. Bartley, Chicago, Illinois Manufacturing Association; Dr. Fred B. Williams, Hoopeston, Illinois Optometric Association; Harland Shaw, Chicago, Illinois Small Business Association; Amos Pinkerton, Springfield, Illinois Bar Association; John W. Fewkes, Chicago, American Federation of Teachers.

Dr. Guy Buzzard, Charleston, teachers colleges; Dr. George L. Drennan, Jacksonville, Illinois State Medical Society; Dean Elmer W. Rowley, Joliet, junior colleges; Leslie Small, Kankakee, publisher; Leonard Fletcher, Peoria, Caterpillar Tractor Co.; Miss Frances L. A. Powell, Chicago, Illinois State Nurses Association; Joe A. Mason, Skokie, president, Illinois Association of School Administrators; Lester Litle, Quincy, superintendent of schools; Harold Dean, Mendota, president, Illinois Association of School Boards; Mildred Toomey, Wood River, president, Illinois Association of Classroom Teachers; Norman J. Gore, Decatur, Illinois Association for Supervision and Curriculum Development.

Scott B. York, Champaign, adult education; Robert Krebs, Mt. Vernon, board of education; Samuel A. Guzzardo, Rockford, CIO; Earl C. Douglas, Norway, veteran; Mrs. Robert P. Hatcher, Kewanee, lay person; Mrs. Doris Holt, Flora, lay person;

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Art Media Demonstrations To Feature NAEA Conference

The educational possibilities and the professional uses of many art media will be demonstrated at the Cleveland Conference of the National Art Education Association April 11 to 16. Some 2000 art directors, supervisors, and teachers are expected to attend this biennial conference, to be held at Cleveland's Hotel Statler.

Richard Myers of River Forest Junior High School will show how foam glass may be used as an educational medium at the junior high-school level. Other Illinoisans who will demonstrate the uses of art media are Arthur Pelz of Oak Park-River Forest High School; Joy Holm of Elgin; Bernard Meltzer of Ellis Junior High School in Elgin; and Irene Kissel, Mary Kohl, and Jeanette Sullivan of Chicago. Demonstrations by this group will include the use of stone at the senior high-school level, and possibilities of paper, printing, and jewelry at various levels.

Professional craftsmen, teachers, and students will participate in demonstrations of such things as the use of clay, wood, metal, and other commonly available materials in sculpture; cutting of stones for use in jewelry; glass as a professional medium; weaving, enameling, and creative stitchery; and professional uses of clay.

NAEA Pres. Marion Quin Dix of Elizabeth, N. J., has indicated that speakers at the general sessions will include Melvin Tumnin of Princeton University; Norman Cousins, editor of *The Saturday Review;* Sen. Wayne Morse; Dr. William Milliken of Cleveland; and Dr. Edwin Ziegfeld of Teachers College, Columbia University.

April 14 Is Pan American Day

Sixty-five years of inter-American cooperation will be the keynote of the 1955 observance of Pan American Day April 14. The Pan American Union has prepared material to assist teachers in planning observances of this day.

Available are: a poster, leaflets, information sheets on member countries, instructions for basic Latin American dance steps, and a selected list of records available in the US, recipes, a map of the Pan American highway, and program suggestions. Requests should be sent to Division of Publications, Pan American Union, Washington 6, D.C.

Mother M. Ricardo, O.S.B., St. Mary's Convent, Nauvoo, parochial school; Ben H. Potter, Rock Island, publisher; Mrs. Carolyn Beebe, Stillman Valley, lay person; Mrs. Gladys Ludens, Morrison, lay person; Roy Clark, Springfield, Office of the Superintendent of Public Instruction; Mrs. Richard Barney, Geneva, League of Women Voters.

Mrs. Marjorie Thompson, Fairbury, lay person; Mrs. Maude Logan, East St. Louis, National Association for the Advancement of Colored People; H. H. Gross, River Forest, Lutheran schools; Kenneth Grimes, Chicago, education department, Illinois State Chamber of Commerce; and William Korey, Springfield, B'nai B'rith.

National PTA Congress Receives TV Citation

The National Congress of Parents and Teachers received nationwide recognition Jan. 31 for its outstanding contribution to the progress of educational television.

The award of a citation from the National Citizens Committee for Educational Television was accepted by Mrs. Newton P. Leonard, president of the Congress, in the national headquarters, 700 North Rush Street, Chicago.

"PTA units across the country have made an invaluable contribution to educational television," said Dr. John W. Taylor, executive director of WTTW, the Chicago educational television station, which will go on the air this summer. His representative, WTTW's production manager, Colby Lewis, presented the award.

"We have conducted campaigns in more than 200 communities throughout the country," said Dr. Taylor, "and the PTAs have been active in every one. In many instances, they have spearheaded the movement."

A member of the advisory council of the television group, the National Congress of Parents and Teachers is one of the few national organizations to receive the award, which is being presented this year for the first time.

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NEWS

Art Education Conference Mar. 26 Will Be Feature Of Month-Long UI Festival

Illinois art teachers are invited to the University of Illinois campus Mar. 26 for a conference on art education to be held in conjunction with a meeting of the Midwest Designer-Craftsmen as a feature of the 1955 Festival of Contemporary Arts at the University.

Speakers will include Prof. Frank Wachowiak, head of art education, State University of Iowa, who will tell of his experiences teaching art in Burma, and Prof. Edwin Reeder, University of Illinois specialist in elementary education, discussing the function of art in the elementary school. A group of art teachers will take part in a panel on the place of crafts in the public school and the particular problems of the crafts teacher.

The Midwest Designer-Craftsmen have arranged a demonstration-exhibition to be held Saturday afternoon, Mar. 26, in Bevier Hall gymnasium. Teachers will have an opportunity to observe outstanding craftsmen engaged in weaving, textile and wallpaper printing, ceramics, enamels, and jewelry, and to question them on specific techniques.

Other festival events of the weekend are a television program on contemporary arts in the University's TV studios, West Great Hall, Memorial Stadium, Friday, Mar. 25, at 8 p.m., and a lecture Sunday, Mar. 27, at 2:30 p.m. by John Van Koert of New York, designer of "Contour" flatware for Towle Silversmiths.

During the entire festival, Feb. 27 through April 3, the 1955 Illinois Exhibition of Contemporary American Painting and Sculpture will be on view in the Architecture Building galleries. Hours are from 9 a.m. to 5 p.m. Monday through Saturday, and from 2 to 5 p.m. Sunday. Prof. Frank Roos is in charge of gallery talks on the exhibition which are available as a special service to school and club groups.

Programs containing full details of festival concerts, lectures, and exhibits may be obtained from Dean Allen S. Weller, College of Fine and Applied Arts, Urbana.

New 'Do-It-Yourself' Comic for Boys and Girls

One publisher's answer to demands for comic books which are constructive, educational, and wholesome is a new series titled, *Archie's Mechanics*. Archie Comic Publications, Inc., has used a "Do-It-Yourself" theme, based on the popular Archie character, to give tips to boys and girls on hobbies and projects, science and mechanics, teen-age "business" enterprises, how to make useful things and playthings around home, and how to fix things.

The second volume has been released and is available on newsstands at 10 cents a copy. The first in the series was issued last fall, and has won support from Parent-Teacher associations, women's clubs, editors, and the comic industry itself.

Helen Ryan Heads NEA Centennial Commission

—IEA Photo by W. S. Williams

Miss Ryan

Helen K. Ryan, IEA field assistant and one of the NEA directors from Illinois, was selected as chairman of the NEA centennial celebration commission at a meeting of that group in Washington, D.C., Feb. 4 and 5.

The 21-member commission, composed of outstanding representatives of lay and professional groups, considered plans for celebration of the NEA centennial in 1957. The centennial theme will be "An educated people moves freedom forward." The centennial year will begin Jan. 1, 1957, and continue through Dec. 31, 1957. The NEA centennial convention will be held June 30 to July 5, 1957, in Philadelphia, where the association had its beginning in August, 1857.

Negotiations are being made with the US Post Office Department to have a commemorative stamp honoring the teachers of America on the occasion of the 100th birthday of the NEA. The final decision will not be made by the Post Office Department until sometime in 1956, but careful consideration is being given to the proposal. The first day of issue of the stamp would probably be during the Philadelphia convention.

Many other projects, some designed for the profession and others for lay purposes, are being considered by the commission. A six-member steering committee, plus the commission chairman, has been named to meet more frequently as plans for the centennial celebration develop.

Professional projects under consideration include dedication of the new NEA Center in Washington; a centennial history of the NEA; a week (probably Mar. 11 to 16) of birthday parties, one at the NEA and others at state association headquarters; a special centennial issue of the *NEA Journal;* and others.

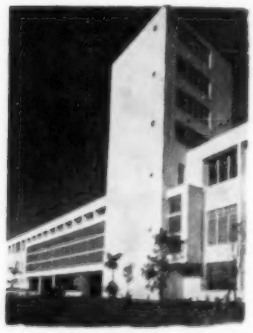
Lay projects being considered include seminars on education; art and music projects dramatizing the centennial; local, state, and national citations to lay and professional persons, now living, who have given distinguished service to children, youth, and American education; a traveling "educade"—an exhibit which would carry to communities throughout the nation the present-day role and problems of the schools, the story of 100 years of progress in education, and the promotion of the centennial; the NEA film on the life story of Billie Davis, the "Hobo Kid"; radio-TV participation; special observances during American Education Week; and others.

Language Consultant For New Workbook Series

Miss Ruth Cole, assistant professor and supervising teacher in the second grade at Illinois State Normal University, served as the language arts consultant for a new series of workbooks published in December, 1954, by Lyons and Carnahan, Chicago. The language arts workbooks, to be used in grades two through eight, emphasize spelling, phonics, and penmanship. Authors of the series were Dr. Frederick S. Breed, formerly associate professor of education at the University of Chicago, now deceased, and Dr. Don C. Rogers, assistant superintendent, Chicago public schools. Miss Cole is also the author of a numbers workbook entitled *Numbers For You*, published by the same company.

Plan Elementary Conference At Eastern for April 15

All principals and teachers of the south central section of the state are invited to attend the annual Elementary School Conference to be held at Eastern Illinois State College April 15. The theme of the meeting is "Learning Through Creative Activities." Dr. Fred Barnes of the University of Illinois, associate director of the Illinois Curriculum Program in charge of elementary education, will be the chief speaker. There will be demonstrations, discussions, and exhibits.



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NEWS

IAFTA Spring Convention Will Be at NISTC

Mark your calendars, future teachers! The spring convention of the Illinois Association of Future Teachers of America will be held April 15 and 16 at Northern Illinois State Teachers College in DeKalb.

Friday night, April 15, will be Candidates Night at the convention. Candidates may give speeches, prepare stunts, pass out material such as posters or slogans, or put on a performance of all their talents. But each candidate is limited to five minutes' time, and must stop when his time is up.

Members of IAFTA will also have the opportunity to win prizes and honors for their club or chapter by entering the annual contest for the best FTA song and scrapbook. The song must be original in both lyrics and tune. The scrapbook can contain newspaper clippings, pictures, extra awards, cadet teaching plans, and various things that active clubs and chapters have done since the last state convention.

Plans will be discussed at the convention for regional fall meetings of IAFTA, to be held on a trial basis in 1956. Action on a permanent regional meeting plan has been delayed until after the trial meetings, and will be considered at the 1956 state convention. The need for a regional plan was brought out in dramatic fashion at the 1954 convention, when only some 200 of Illinois' 1657 club members and 2317 chapter members were able to attend the convention at Carbondale. It was felt that regional fall meetings and one state convention in the spring would enable a greater percentage of IAFTA members to receive the inspiration, information, and fellowship of large group meetings.

Illinois now has 83 FTA high-school clubs and 14 college chapters. Of these, 72 clubs and seven chapters are members of the Illinois Association of Future Teachers of America. Only seven states now have more high-school FTA clubs than Illinois.

Seventh Career Conference At Illinois Tech Mar. 26

"What should I do when I get out of school?"

Chicago area high-school and college students will receive assistance in answering this question Saturday, Mar. 26, at the seventh annual Career Conference at Illinois Institute of Technology.

More than 100 experts from industry, the professions, and the trades will participate in panel sessions designed to counsel the youths in choosing a career. The conference is being sponsored jointly by Illinois Tech, the Chicago Technical Societies Council, and the *Chicago Sun-Times*.

The all-day program will include an orientation session for all participants at 8:45 a.m., and panel sessions, lasting one hour and 20 minutes each, at 9:40 and 11:10 a.m., and 1:30 and 3 p.m.

Programs and registration blanks for the conference soon will be available at the school offices. There is no charge for registration.

Deans of Women to Consider Problems of Counseling At Chicago Meeting in April

Major problems which arise in "Counseling for Maturity" will be considered by the members of the National Association of Deans of Women when they meet in Chicago April 1 to 4 for their national convention. Problems will include early marriage of students in high school and college, some new ideas in sorority rush, responsibilities and opportunities for women in the armed services, educational objectives in disciplinary actions, honor systems as a maturing influence, and progress and effects in desegregation.

Carl Rogers, professor of psychology at the University of Chicago, will speak at the banquet on the subject, "Becoming a Mature Person."

Seward Hiltner, professor of pastoral theology of the Federated Theological Schools at the University of Chicago, will give the vespers address, "The Religious Dimension of Counseling." Other speakers from Illinois will include Robert J. Havighurst, professor of education at the University of Chicago; Harold Hand, professor of education at the University of Illinois; and William E. Henry, chairman of the committee on human development at the University of Chicago.

Mildred G. Fox, college consultant at Evanston Township High School, heads the local arrangements committee.

Scholarships Available For Finance Workshops

Any educator who can demonstrate a need and use for family finance education may apply for one of the 450 scholarships to the 1955 Summer Workshops in Family Finance being offered at 11 universities under the sponsorship of the National Committee for Education in Family Finance.

Classroom teachers in elementary and secondary schools, colleges, or teacher-training institutions; administrators; supervisors; or curriculum directors may apply. Applications should be submitted before Mar. 31.

Brochures and application blanks for Illinois teachers may be obtained from the workshop coordinator at the two participating universities in this area: Miami University at Oxford, Ohio, and the University of Wisconsin at Madison.

Southern Illinois teachers should apply to Miami University, where the workshop dates will be from June 13 to July 22. The student fee is $48.

Northern Illinois teachers should apply to the University of Wisconsin, where the workshop will be held from June 24 to Aug. 19. Tuition is $70.

To Marine Academy

Guy W. Trump, chairman of the Southern Illinois University business administration department since 1952, has accepted a position as dean of the United States Merchant Marine Academy, Kings Point, Long Island. He will leave this month.

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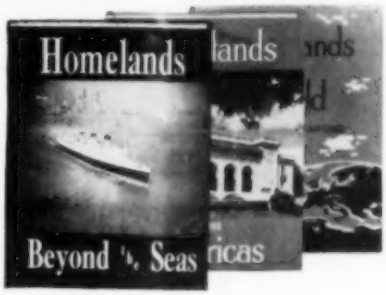

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NEWS

SCIENCE FELLOWSHIP PROGRAM at Case Institute of Technology, sponsored by General Electric, was attended in 1954 by these Illinois high-school physics teachers: front row, from left, B. H. Lashbrook of Reynolds High School, Wilbur Ogden of Elgin Academy, and W. N. Farr of Monmouth High School. Back row, G. H. McMaster of Rock Island High School, Giles Culver of Manteno High School, M. D. Dirst of Lanphier High School in Springfield, and R. J. Burke of Morton Township High School and Junior College in Cicero.

'Board and Community Should Work Together'—Tuttle

Boards of education should take the initiative in involving the people of the community in school affairs, according to Edward M. Tuttle, executive secretary of the National School Boards Association. Mr. Tuttle expressed this opinion at a session of Farm and Home Week at the University of Illinois, which was held from Jan. 31 to Feb. 4.

Speaking on "How Citizens Can Help Boards of Education," the school board executive said, "Experience has shown that the best schools are to be found in those communities where citizen interest and participation are the greatest. . . . We have learned that the process of cooperation between citizens and boards of education is a two-way street, not just either side 'telling' or 'selling' the other, but both working together toward a common goal."

Prof. H. M. Hamlin of the University of Illinois agricultural education department told the group that not more than 10 percent of those who need some kind of agricultural education are getting it through the public schools in Illinois. He said there have been many situations where farmers have had far too little to say about the agricultural education that has been provided primarily for them in the public schools.

Participants in a panel discussion of "How Citizens' Participation Has Helped Our Schools" included superintendents H. S. Littlepage of Carlinville and Tilman Smith of Eureka; Theodore C. Rammelkamp of the Jacksonville board of education; and Harold D. Ross, vice-president of Kable Printing Co. in Mt. Morris.

Illinoisan Loses Election

Miss Grace Fitch, supervising principal of Franklin Elementary School in Jacksonville, was unsuccessful in her bid for the vice-presidency of the NEA Department of Elementary School Principals. Elected was Robert N. Chenault, principal of Warner School in Nashville, Tenn. Mail balloting took place in January.

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De Young Goes to Pakistan As Educational Consultant

Dr. De Young

Dr. Chris A. De Young, head of the department of education and psychology at Illinois State Normal University, left the campus Feb. 2 for Pakistan. Granted a semester's leave of absence by the Teachers College Board, he is to serve as the educational consultant for a self-survey of education in that country. This survey of mission education is being conducted by the Presbyterian Church, with headquarters at Forman College, Lahore, Pakistan.

Dr. De Young started his teaching career in India in 1920 and also was a Fulbright lecturer at the University of Delhi in 1950-51. He and Mrs. De Young flew to the Orient and plan to return in June via the Holy Land and Europe.

A member of the ISNU faculty since 1934, Dr. De Young has made a number of trips overseas while on educational assignments. He serves as adviser to foreign students at the university.

A clinic on international education, organized by Dr. De Young, has been offered during the summer sessions at Normal and is scheduled to be given this year Aug. 15 to 19.

Westinghouse Awards Open To HS Science Teachers

High-school science teachers will again have the opportunity to apply for fellowships at Carnegie Institute of Technology for the fifth annual six-weeks summer science program. Westinghouse Educational Foundation is offering fellowships of $250 each to the teachers selected by Carnegie for participation in the program.

The program will consist of a series of lectures and discussions in the mornings and of laboratory work or inspection trips in the afternoons. Full-time staff members of the College of Engineering and Science will have charge of the course, and college credit will be granted.

The aim of the program is to stress the importance of fundamental concepts in chemistry, physics, and mathematics.

For further information, write to Director of Summer Session, Carnegie Institute of Technology, Pittsburgh 13, Pa.

Two Illinois high-school science teachers participated in the program last year. They are Miss Alice Boon of Sullivan High School and Miss Elizabeth Suters of West Senior High School at Rockford.

Beu Named to Teachers Certification Board

Dr. F. A. Beu, president, Western Illinois State College, has been appointed to the State Teachers Certification Board, according to an announcement made by State Superintendent Vernon Nickell.

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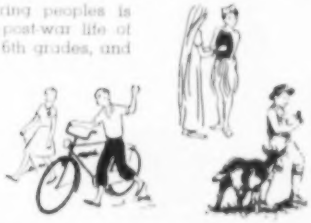

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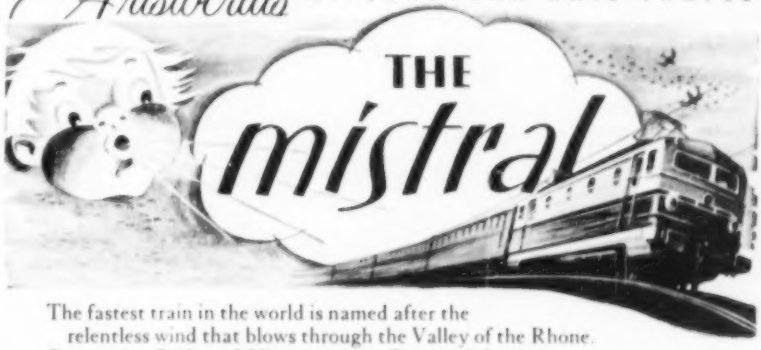

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Graduating Classes Asked To Aid Korean Students

June graduates throughout the country are being asked to consider making their class gift a contribution to students in stricken Korea who are desperately in need of help to continue their education.

This suggestion by the American-Korean Foundation has the endorsement of the National Education Association, the National Association of Secondary School Principals, and similar groups.

Through their class gift, American graduates will help to assure additional schooling for some of the two million Korean children under 18 years of age who cannot continue their education without help. Each participating school will receive a scroll commemorating the gift.

The contributions will be used to rebuild schools (One-third of Korea's schools were razed during the war.) and re-equip laboratories and libraries which were looted by communist troops; to underwrite teacher education in an attempt to ease the grave shortage of trained personnel; and to subsidize students. (The small sum of $4 per year which the government is forced to charge each child presents an insurmountable obstacle to hundreds of thousands of Korean students.)

President of the American-Korean Foundation—a non-profit, non-political, non-sectarian organization—is Maj. Gen. Charles W. Christenberry, who retired voluntarily from the US army to assume this post. During the fighting in Korea, General Christenberry served as deputy chief of staff for US and UN forces.

Letters explaining the details of the appeal are being sent to state, county, and local superintendents; to school principals; and to individual class presidents.

General Christenberry remarked, "If this appeal to the students of America is successful, it will mean not only financial assistance, but direct personal encouragement from the students of one free nation to the students of another."

Legion Auxiliary Announces 'Why I Teach' Contest

The American Legion Auxiliary has announced its 1954-55 contest for teachers, entitled "Why I Teach." The purpose of the contest is to encourage eligible young men and women to enter the teaching profession.

A contestant must have completed five years of teaching by June 1, 1955. The essays must be of not less than 250, and not more than 300, words. There will be divisional awards of a $50 United States savings bond to the contestant having the winning entry in each of the five divisions. A national award of a $250 United States savings bond will go to one of the five divisional winning contestants.

Mrs. J. Pat Kelly of Birmingham, Ala., national security chairman of the American Legion Auxiliary, has announced that the contest will end midnight, June 1. All entries are to be sent to national headquarters, American Legion Auxiliary, 777 North Meridian Street, Indianapolis 7, Ind.

Menninger Official Will Speak at Teachers Congress

Dr. Greenwood

Dr. Edward D. Greenwood, assistant director of the Menninger Foundation, Topeka, Kan., will be the principal speaker for the fourth annual Congress of Classroom Teachers to be held on the campus of Northern Illinois State Teachers College, DeKalb, Saturday, April 2.

"Mental Hygiene in the Schools" will be the general theme for the conference which is expected to attract 500 classroom teachers from all parts of the state.

Dr. Martin Bartels, director of placement at Northern, is the general chairman in charge of arrangements for the congress.

Ruth Ann White Renamed To National Commission

Ruth Ann White of Rockford has been reappointed by the NEA Department of Classroom Teachers to serve a second term as its representative on the United States National Commission for UNESCO. The department, along with the American Association of School Administrators, has been invited to continue its membership on the National Commission.

Board Briefs

Meeting: 9:45 p.m. Jan. 28, Hotel Lincoln, Lincoln.

Present: Pres. Paul Street; directors W. C. Carruthers, Katherine Stapp, Mildred Toomey, W. J. Goreham, and Earl Hanson; Executive Secretary Irving Pearson.

Business: The board received reports of educational conferences at the University of Illinois and of plans for advancing the candidacies of Illinois people to regional and national professional offices; approved proposed changes in the organization of the IEA Commission on Teacher Education and Professional Standards; approved a resolution favoring a conference on undesirable comic books; discussed plans for the NEA meeting and the IEA's responsibilities related to it; adopted necessary resolutions for banks of deposit; and authorized the Illinois Pupils Reading Circle Board to proceed with plans to select a site and build a headquarters building for the reading circle offices, title to be in the name of the IEA.

The board also supported steps toward the merger of the Illinois Teachers Reading Circle Board with the Pupils Reading Circle Board, under one management. The IEA board had met previously with the Pupils Reading Circle Board.

The meeting adjourned at 11:30 p.m.

IRVING F. PEARSON
Executive Secretary, IEA

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50. **The Art of Tempola-Craft** contains instructions for using this method, which is a combination of crayola, wax crayon, and Artista Tempera or water color. It provides a brilliant design on a contrasting ground. (Binney and Smith Inc.)

99. **On the Track of Some Good Teaching Aids?** is a revised edition of a catalog of free teaching materials on railroad transportation. One copy per teacher. (Association of American Railroads)

100. **1955 Summer Session Bulletin** is a description of the opportunities in graduate and undergraduate courses with special emphasis on opportunities for teachers. (Duluth Branch, University of Minnesota)

101. **Teaching the Social Studies in Today's World** contains three challenging articles which make up this latest bulletin of *The Resourceful Teacher* series. (Silver Burdett Co.)

103. **Western Summer Tours** is a booklet, more than 60 pages, illustrated in color. Describes a variety of well-organized, all-expense, escorted tours for seeing as much of the west as you care to spend in time and money. (Chicago and North Western-Union Pacific Railroad)

104. **1955 Summer Session Bulletin** lists more than 1000 undergraduate courses, opportunities for graduate study, and six special workshops and institutes. Also shown are recreational facilities, including symphony and other concerts, plays, and excursions. (University of Minnesota, Minneapolis)

106. **Europe 1955** is a compact brochure outlining the itinerary of a tour to Europe, especially planned for young people between the ages of 21 and 29. (Don Robertson Tours, Inc.)

107. **PhonoVisual Is Magic Word in Primary Education** is a folder describing what PhonoVisual method does for pupils from first grade through junior and senior high school in remedial reading and remedial spelling. (PhonoVisual Products, Inc.)

108. **Summer Session Bulletin of School of Education** has complete description of summer offerings, together with faculty, features, and general information. (Northwestern University)

109. **Summer School Bulletin** shows special emphasis on teacher training. Courses include field work at Black Hills Science Station in South Dakota; camp training program at Hone Rock Camp, Three Lakes, Wis.; and Wheaton-Barakel Music Camp at Fairview, Mich.; as well as at home campus of Wheaton College in Wheaton, Ill.

8. **New No. 55 Teachers Buying Guide** contains more than 3500 items. Workbooks, posters, games, books, supplies, and equipment are completely described and illustrated to make this a source book for teaching material. (Beckley-Cardy Co.)

18. **Sample** of Vintex dish cloth with details of money-making plan which school clubs have used for many years. (Vine Associates)

38. **Teaching With a Filmstrip** is a comprehensive booklet written by Margaret W. Divizia, supervisor of audio-visual sections of the Los Angeles city schools, which shows the use of filmstrips in improving instruction. Useful either with the SVE filmstrip of the same name or by itself. (Society for Visual Education)

44. **EBF-25th Anniversary Catalog Supplement** describes many new films now ready for classroom use. (Encyclopaedia Britannica Films)

58. **Europe in 1955** consists of colorful folders on 47- to 49-day, eight-country itinerary and costs of tours offered by Olson Travel Organization and Olson's Campus Tours, from April through September. Tour cost, $1370 and up.

79. **France** is a 24-page booklet, in color, with a charming cover and inside illustrations by well-known French artists, as well as beautiful photographs. It contains much helpful information on what to see and look for in various regions of France. (French National Railroads)

111. **Summer Session Bulletin** of the University of Miami lists more than 300 courses offered in the two six-weeks sessions. Other offerings include five workshops in residence plus a Latin American Culture Workshop in Oaxaca, Mexico.

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PreViews

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"REPTILES" (color): Karl Patterson Schmidt, chief curator of zoology at Chicago's Natural History Museum guided this broadly-useful general science film which introduces the five orders of reptiles remaining on earth. The noted nature photographer, William A. Anderson, filmed living sequences of lizards, turtles, tuataras, crocodillians and serpents in their habitat all over the U. S.

"LIFE IN THE FOREST" (color): Here, Anderson's camera artistry vividly shows how forests, like cities, are constantly changing and densely populated. The probing telephoto lens reveals how even the trunk of a dead tree teems with life. What is food for one denizen may be a threat to another, but all depend on plant life for food and shelter.

"ANIMALS IN SPRING" (color): Fourth in the distinguished series of films on animal life during the different seasons – superbly photographed by the noted Lynwood Chace. A delightful spring excursion into the natural environs of bluebirds, ducks, insects, frogs, turtles, foxes, skunks, woodchucks, and others.

"A BALANCED AQUARIUM" (color): Filmed in cooperation with Walter Chute, Ph.D., director of Chicago's world-famed Shedd Aquarium. We see two youngsters going through the steps of setting up a home aquarium. Beautiful close-up color photography of fish – an exciting motion picture and an excellent teaching tool for middle grades.

"READING MAPS" (color): The noted geographer, Clarence W. Sorenson, collaborated in this introduction to the subject for primary grades. It explains the sign language of maps, shows how physical features of an area are translated into map symbols; describes use of scales, directions, legends and titles in map-making and reading. Watch for the fascinating aerial mosaic secured with U. S. Navy cooperation.

"THE HUNTER AND THE FOREST" (A Story Without Words): Sweden's honored filmaker, Arne Sucksdorff has created this remarkable film which tells its story entirely through pictures, natural sounds and an original music score. This imaginative film will provide exciting stimulus to creative writing in the elementary grades; has truly universal audience appeal. Paul Witty, reading authority, is the collaborator.

EBF's versatile production units are literally spanning the world, and even solar space – filming many other forthcoming EBF classroom classics. Watch for news of "Shakespeare" (filmed at Stratford-Upon-Avon) "John Smith" and "The Pilgrims" (all produced by our own John Barnes) now nearing completion in England. Others in the making include: "Gandhi," "Children of Germany," "Ocean Voyage" and "Energy from the Sun."

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Audio and Visual

By DR. ARTHUR F. BYRNES
Director, Audio-Visual Education Center
Eastern Illinois State College

Films

Fun With Speech Sounds (Primary. Sound, 11 minutes, color or black and white, purchase. Coronet Instructional Films)—The film, using a classroom situation, tries to help the teacher with the problem of teaching children certain difficult speech habits. Using a disc playback machine (phonograph), the teacher plays a record where a clown is explaining how to form sounds. Through the special magic of film, the recorded sound comes to life and we actually see the clown forming the sounds. Using audience participation, viewing children are encouraged to pronounce sounds used in interesting poems and rhymes. All the vowels and some of the consonants—such as p, m, l, r, th, and ch—are used.

Air Around Us (Middle elementary. Sound, 10 minutes, black and white, rent or purchase. Encyclopaedia Britannica Films, Inc.)—Designed as an introduction to a unit on air in science classes, the film describes how air is real, what its composition is, and what it does. The opening sequence shows George, a skeptical boy of 10, how something can be invisible yet real. Air takes up space and one can prove it by blowing up a balloon or observing air trapped in an airtight, transparent bag. The elements of air are discussed and an animated pie graph shows the composites of air. George learns that air acts as a blanket for the earth by keeping heat in when the earth is cool at night and warding off some of the sun's rays during the heat of day. Air, George also discovers, vitally affects life and activity on the earth. Wind can aid man's progress by supplying power, or hinder it by causing erosion and violent storms. The boy decides that air is a much more exciting subject than he had previously thought.

The Supreme Court (High school, college, adult. Sound, 17 minutes, black and white, rent or purchase. Encyclopaedia Britannica Films, Inc.) – The Supreme Court has its origin in a specific provision of the United States Constitution. It is the highest authority on the laws of the land.

The film tries to show its stormy history, defenders, attackers, and a few of its important decisions. The court is composed of a chief justice and eight jurist members, all appointed by the President. John Marshall, one of the strongest defenders of the Supreme Court, helped establish its position, lent it dignity, and, in a conflict over the court's power and future, bested Pres. Thomas Jefferson. The Dred Scott decision, handed down by Chief Justice Taney, outlawed an act of Congress. The Industrial Revolution brought with it new economic and political problems, and many of these found their way to the Supreme Court. Justice Holmes and his role in the

Europe in 1955

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The Foreman Discovers Motion Study (High school, college, adult. Sound, 15 minutes, color or black and white, rent or purchase. Produced by University of California.)—Ed Jackson, foreman in a plant producing children's toys, attends a foreman's course devoted to motion study. The instructor asks for three volunteers to construct little boxes and fill them with candy. The volunteers go about the project while the instructor makes notes. After 15 minutes the project is stopped, and ways to improve the output of boxes are suggested. The same project is carried on for a second 15-minute period with the same three men, only this time the principles of motion study are applied. The film shows some of these principles and how they are incorporated into production.

Filmstrips

Museum Extension Service has two new releases that should be most welcome for elementary, high-school, and college science, biology, nature study, or zoology teachers. In color, the titles are **Audubon's Birds** and **Audubon's Animals.** There are no captions or subtitles on the individual frames. An excellent teaching manual with an abundance of information which enriches the experience.

The New York Times' **Changing Americans** in black and white is the story of 55 years of change in American life. Technical, social, business, agricultural, population, political, and other changes since 1900 show how America has become a powerful nation materially, spiritually, and intellectually.

Jam Handy has a color series just produced on **Stories of Music Classics.** Individual filmstrips are *The Sleeping Beauty, William Tell, A Midsummer Night's Dream, The Swan Lake, The Bartered Bride,* and *Scheherazade.* Executed in art form, they are designed to give greater appreciation to the study of music in the middle elementary and junior high grades.

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CURRENT Publications

(Publishers' addresses in last column.)

For Teachers

Public Education and the Future of America. The Educational Policies Commission, NEA; Jan. 10, 1955. Paper. Illustrated. 98 pages. Price, $1.50.

The story of public education in America—of the dream of universal public education, and of the struggle for its fulfillment. It reaffirms the role of public schools in the American way of life, and forecasts the role that public education must play in the years ahead to keep America strong and free. This book, addressed to all American citizens, should have special importance to educators.

Tear Sheets for Teaching. Charles H. Dent, Leonard B. Ambos, and Nancy M. Holland. The Visual Instruction Bureau, Division of Extension, The University of Texas, Austin 12, Tex.; September, 1954. Paper. Illustrated. 24 pages. Price, $1 single copy; quantity rates.

The first handbook in a series, "Bridges for Ideas," which was designed to help teachers use inexpensive pictures more effectively in the classroom. It explains the use of tear sheets, how to display them, how to mount them, and how to set up a filing system for them. Also included is a list of sources of inexpensive picture materials.

Guidance

Guidance for Today's Children. The Department of Elementary School Principals, NEA; September, 1954. Paper. Illustrated. 278 pages. Price, $3.50.

This 33rd yearbook of the department contains a wealth of ideas about pupil guidance, and should be of practical value not only to elementary principals but to classroom teachers, supervisors, and superintendents as well. The book offers experiences from all sections of the country, with 51 articles included to present some of the ways in which guidance is being used to help teachers and principals understand and help elementary school children.

Building Self-Confidence in Children. Nina Ridenour. Science Research Associates, Inc.; 1954. Paper. Illustrated. 48 pages. Price, 50 cents.

This Better Living Booklet describes the kinds of experiences that help a child feel strong and sure of himself, and the kinds of experiences that may undermine his belief in himself. Book also considers personality problems of teachers and parents that may hinder the growth of self-confidence in children, and covers such serious problems as physical handicaps, broken families, and prejudice. Suggests ways for helping youngsters overcome feelings of insecurity.

Educating Children in Grades Seven and Eight. Gertrude M. Lewis. US Department of Health, Education, and Welfare, Office of Education.* 1954. Paper. Illustrated. 100 pages. Price, 35 cents.

A study which includes the results of research into characteristics and needs of children in grades seven and eight, and some characteristics of desirable educational programs for them; some of the things schools which were visited are doing for children and some of the ways they are working with parents and community; and some directions in which schools need further help. Both elementary and junior high schools were included in the observations.

Languages

Teaching Foreign Languages in the Elementary Schools. University Extension Division, The University of Wisconsin, Madison 6, Wis.; 1954. Paper. Illustrated. 24 pages. Price, 50 cents.

Some of the pros and cons of this subject which is currently receiving wide interest among teachers, administrators, and parents. Material is taken from the problems discussed, comments made, and conclusions reached at a conference on the subject held in Madison last year, sponsored by the department of public instruction and the university.

Larousse's French-English, English-French Dictionary. Dubois, Keen, Shuey, and Crocker. Pocket Books, Inc., 630 Fifth Avenue, New York 20; 1955. Paper. 262 pages. Price, 50 cents.

An inexpensive dictionary which contains more than 25,000 vocabulary entries, keys to pronunciation, and frequently used phrases and idioms.

School and Community

The Dynamics of School-Community Relationships. Roald F. Campbell and John A. Ramseyer. Allyn and Bacon, Inc.; 1955. Cloth. Illustrated. 295 pages. Price, $3.95.

Written for teachers, administrators, school board members, PTA members, and *every* citizen who has a direct, positive interest in the welfare of our schools and our communities. The authors help you and your community: to analyze objectively the backgrounds of today's social unrest in educational problems; to clarify major issues in criticisms and attacks on public education; to define principles for immediate use in constructive approaches to basic school-community problems; and to specify positive action guides for use in developing greater harmony and cooperation between citizen and school. Should contribute to sound public participation in public education.

Science

The Earthworm, The Frog, and **The Human.** Albert Wolfson and Arnold Ryan. Row, Peterson and Co., Evanston, Ill.; 1955. Paper. Illustrated. 22, 14, and 22 pages, respectively. Price, $3.20 each.

These chapter-size science texts, called Trans-Vision Unitexts, permit biology students to see "inside" the animals more clearly than ever before. A series of acetate overlays show an animal's organs in full color; simply by turning the transparent pages, a student "dissects" the animal and then puts it back together again. Each book is a complete teaching unit. The pictorial treatment, together with the text, constitutes a complete biological description of the animal—its structure, functions, history, environment, and relationship to other animals. It is possible for a high-school biology student to "dissect" an earthworm, frog, or human without tools, specimens, or "smell." Drawings are scientifically accurate in every detail, with the added advantage of having every anatomical part keyed to accompanying text for easy identification. All are prepared for use with any basic biology textbook.

Social Studies

Rainbow Round the World. Elizabeth Yates. The Bobbs-Merrill Co., Inc., 730 North Meridian Street, Indianapolis 7, Ind.; 1954. Cloth. Illustrated. 174 pages. Price, $2.50.

Children, especially those from eight to 12 years of age, will be interested in the adventures of 11-year-old John who found out what UNICEF is doing to help boys and girls around the world. This first book for children about the United Nations Children's Fund (UNICEF) was written by a noted writer for children. In a three-weeks, globe-girdling airplane trip John visits UNICEF-aided projects in Nicaragua, Bolivia, Japan, the Philippines, Thailand, India, Iran, Jordan, Greece, and French Morocco. John drinks "UNICEF milk" around the world, learns what life is like for children in other lands, makes friends with the "brothers and sisters" he had always wanted and never had, and learns how much UNICEF helps boys and girls in all corners of the world. Fathers and mothers and older brothers and sisters will read it, too, and enjoy how John lost his heart to a baby girl in the Bolivian mountains, his shirt to a sick boy in Thailand, his shoes to an Arab refugee. And these are only part of his adventures.

Approaches to an Understanding of World Affairs. Howard R. Anderson, editor. The National Council for the Social Studies, NEA; November, 1954. Paper. 478 pages. Price, $3.50; clothbound, $4.

This 25th yearbook of the national council should prove helpful to classroom teachers of all grade levels. Part one deals with world tensions and ways of dealing with them; part two discusses ways of living in the modern world; and part three has suggestions for teaching an understanding of world affairs. Scholars in the area of international affairs have contributed chapters designed to help develop a "public opinion that is informed, realistic, and responsive to American ideals." Master teachers have contributed chapters giving specific helps to the teacher who wants to do a better job of teaching international understanding.

Blueprint for Our Democracy. Charles B. Hagan and Neil F. Garvey. Science Research Associates, Inc.; 1954. Paper. Illustrated. 80 pages. Price, $1.

Written to help junior and senior high-school students meet the state regulation for study of the Illinois and US constitutions. Students will be able to relive the problems of the founding fathers, to imagine they are colonists, and to decide what their reactions would be to such things as heavy taxes, no voice in law-making, soldiers quartered in their homes, etc. Reasons, developments, and grievances which led to the Declaration of Independence, US Constitution, Illinois constitution, election machinery, and the flag code are presented in explanation of the documents.

Our Gift from the Indians. Corn Industries Research Foundation, Inc., 3 East 45th Street, New York 17; 1954. Paper. Illustrated. 44 pages. Free to teachers on request.

The story of corn, suitable as a resource book for social studies classes, which tells the history of this important grain; present methods of growing, harvesting, and processing; the many uses of corn; and a look into the future.

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*For sale by the Superintendent of Documents, US Government Printing Office, Washington 25, D. C.

Allyn and Bacon, Inc., 2231 South Parkway, Chicago 16.

NEA, 1201 16th Street NW, Washington 6, D. C.

Science Research Associates, Inc., 57 West Grand Avenue, Chicago 10.

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It's news to us

These are announcements by the manufacturers of new products which we believe will be of professional interest to educators. This listing should not be construed as a recommendation by the editor. You will want to check and compare these items with others to be found in your school supply store. If unable to find the products desired, write to ILLINOIS EDUCATION *and your request for information will be forwarded to the producer.*

Feather-Mark cartridge-fed, felt-tip marking pen makes faster marking and eliminates soiled hands and ink smudges. The pen is filled in 10 seconds without hands having to touch the ink. A sealed ink cartridge, which opens after it is in the pen, is easily inserted. When the felt point is pressed down to write, a valve is released which starts the ink flowing. Will write fine, medium, or heavy lines as desired. Polished aluminum pen case and no breakable parts.

"Daily Dozen" multiple rubber stamp does the work of 12. It contains all the proper imprints for mailing, banking, and

billing—simply turn to select the imprint you need. Each stamp is more than one and one-half inches long. Convenient, space-saving, economical. Price, $1.98.

Attaboy is the name of two new games that will make drill on the basic number combinations fun. The Multiply-Divide Game contains two boards, 9 in. x 12 in., similar to jigsaw. One board has 24 printed multiplication problems, the other board has 24 division problems using the combinations of numbers zero through nine. The answers to the problems are on the cut-out pieces of the board. To play the game, the pupils must put the cut-out answers in the hole under the proper problem; mistakes are impossible because only the correct answer will fit the hole. Players compete to fill the board first and learn as they associate the answers on the cut-out pieces with the problems on the boards. The Add-Subtract Box is the same except it contains addition and subtraction combinations. Postpaid, $1.30 each game.

Glareless luminous ceilings, made from corrugated strips of translucent Bakelite rigid vinyl sheet, can be economically installed in the modernization of a schoolroom. Attached to the ceiling about 1½ feet below fluorescent lights, the luminous ceiling gives strong, uniform illumination to all desk tops and equipment. The sub-ceiling conceals ugly pipes and sprinklers but does not interfere with their operation; at temperatures well below those required to operate automatic sprinklers, the corrugated strips of Bakelite rigid vinyl sheet soften and drop out of the metal tracks which support them.

Teacher Talk

By DON SHUTE

Assistant Superintendent of Schools
East Peoria

"What do you see in this, dear? A miner with slack in his pants? I'd thought of a calla lilly."

"I'm painting an attitude. I just have poor attitudes, that's all."

"What is it? Don't ask. It should be hung? Hanging's too good for it."

"Maybe it's more important what children feel about something than what they know about it."

"I'm expressing myself freely. How do you cuss in wet chalk?"

"How can I forget myself when this character keeps reminding me who I am?"

"From this point of view it's excellent. —Of course, it's upside down."

"Many top art awards go to students from schools for the deaf. Could it be they have the advantage of not being able to hear the teacher?"

"I'm making a mobile in controlled motion. It reminds you of me? You're sweet!"

"She says to let myself go. The last time I did that, our man teacher resigned."

"You can teach a child a skill, but also teach him to dislike what you have taught him."

"Use your whole body in finger painting? There are real possibilities in an appendectomy pattern!"

•

Miss Mary, have you ever thought of children being a captive audience, sentenced by law to attend school until 16 years of age? Suppose parents could shop around for schools like they shop for overshoes? Some schools would be overcrowded and others go begging.

Industry must compete in the open market to sell its products. Yet schools can stay in business and produce a second-rate product. Every day, you work with the most precious resource of our nation. You do not have the full responsibility for your finished work; other forces in the community, good and bad, are also at work on your material.

But a tremendous responsibility rests upon your shoulders to do the best job possible every day. Automobiles can be tested on the proving grounds before they go to work for the public. Flaws are eliminated, weak places are strengthened.

You are working with intangible emotions and attitudes. How well you build will be known only after your students leave you and are tested on the proving grounds of living. You cannot turn out a new model to correct your old mistakes. Your 1955 model will run another 50 years. Think about this tomorrow morning when you assign the next 20 pages of history. You may be making some history of which you cannot be proud.

Uncle Don

Calendar

MARCH

11 and 12—Illinois Engineering Open House; University of Illinois.

16 to 19—NEA Department of Elementary School Principals; Chicago.

18 and 19—Junior High School Conference; New York University Education Building, New York City.

18 to 20—Delta Kappa Gamma state convention; Abraham Lincoln Hotel, Springfield.

19—Elementary School Principals Round Table of Northern Illinois; Mandel's Tea Room, Chicago.

24 to 26—National Science Teachers Association, NEA; Cincinnati.

24 to 26—North Central Regional Conference, Department of Classroom Teachers, NEA; Columbus, Ohio.

25 and 26—Illinois Audio-Visual Association; Lowell School, Oak Park.

25 to 27—Illinois Association of School Librarians, spring workshop; Fort Armstrong Hotel, Rock Island.

26—Illinois Council on Community Schools; Centennial Building, Springfield.

26—Eighth annual Mathematics Conference; Illinois State Normal University.

30 to April 1—Midwest Regional Conference, American Association for Health, Physical Education, and Recreation, NEA; Columbus, Ohio.

APRIL

1 and 2—Central States Speech Association; Hotel Jefferson, St. Louis.

1 to 3—Regional meeting, National Association of Educational Secretaries, NEA; Cleveland.

1 and 4—National Association of Deans of Women, NEA; Chicago.

2—Congresss of Classroom Teachers; Northern Illinois State Teachers College.

4 to 8—American Film Assembly; Waldorf-Astoria, New York.

10 to 16—International conference, International Council for Exceptional Children, NEA; Long Beach, Calif.

11 to 15—Association for Childhood Education International, 1955 study conference; Kansas City, Mo.

11 to 16—National Art Education Association convention; Hotel Statler, Cleveland, Ohio.

13 to 16—National Council of Teachers of Mathematics; Statler Hotel, Boston.

14—Pan American Day.

15—Elementary School Conference; Eastern Illinois State College.

15 and 16—Central States Modern Language Teachers Association, spring meeting; Purdue University, Lafayette, Ind.

18 to 22—Department of Audio-Visual Instruction, NEA, national convention; Los Angeles, Calif.

22 and 23—Illinois Association of Educational Secretaries, spring conference; University of Illinois, Urbana.

26 to 30—American Industrial Arts Association, NEA, national convention; Atlantic City, N.J.

29 to 30—Illinois Council for the Social Studies; Hotel Orlando, Decatur.

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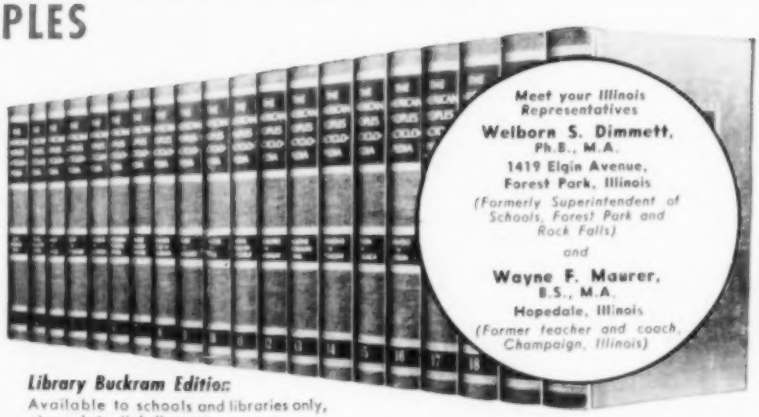

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